



Berkeley Unified School District
BSEP & Educational Services Departments

Malcolm X Elementary

Consolidated School Plan

2015 – 2016

The Single Plan for Student Achievement

Malcolm X Elementary School

School Name

01-61143-6090286

CDS Code

Date of this revision: May 15, 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:

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Berkeley Unified School District

School District

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

I. Consolidated School Plan for Educating The Whole Child

School Name: Malcolm X Elementary School	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.

PRIORITIES FOR ADDITIONAL FUNDS:

1. First \$5000 (\$2500 substitutes for literacy coaching/planning, \$2500 Instructional Materials (Handwriting Without Tears, CBG prizes)
2. First \$10,000 (First 5,000 + \$5000 teacher hourly for Project Connect)
3. First \$15,000 (First \$10,000 +\$2,500 teacher hourly for Project Connect, +2,500 substitutes for literacy coaching/planning)
4. First \$20,000 (First \$15,000 +\$2,500 teacher hourly for Project Connect, +\$2,500 clerical hourly)
5. First \$25,000 (First \$20,000 +\$2,500 clerical hourly, +\$2,500 reading software subscription-Raz Kids)
6. \$30,000+ FTE for TSA for Literacy, + FTE for TSA for PBIS

Site Committee Representatives:

Parents/Community	Staff
(Chair): Sean Poremba (Parent)	(Principal): Alexander Hunt
(Co-Chair, if applicable):	(Teacher): Candyce Cannon
Ashley Davis (Alternate)	(Teacher): Richard Cobeen
Lily Howell	(Teacher): Meredith Gold
Allison Krasnow	(Classified): Jocelyn Foreman
Joleen Ruffin	
Rob Teigen	

BSEP Planning & Oversight Committee Representative:

Lily Howell

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

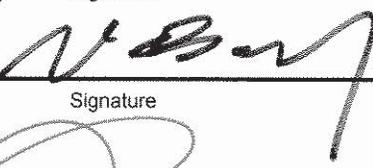
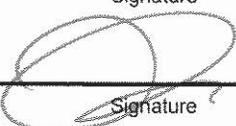
II. Recommendations and Assurances

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

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

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

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on .
8. This school plan was adopted by the School Governance Council on May 17th, 2015.

Alexander Hunt Principal	 Signature	5/17/15 Date
Sean Poremba (Parent) School Governance Council Chair	 Signature	5/17/15 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	6/9/15 Date

III. School Vision and Mission

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

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

IV. School Profile

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

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

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

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

Our 2.8-acre campus takes up the entire block, and is one of Berkeley's oldest school sites. It housed the Lorin School before the city of Berkeley annexed the area in 1892, when the school's name was changed to Lincoln School. The present school's main wing was built in 1920. An additional annex was added in the 1970's, when the school's name was changed to Malcolm X Intermediate. Malcolm X later became a K-5 elementary school in 1995, and in 1999, major renovations helped support this transformation, including seismic retrofitting, playground modernization, and dedicated spaces for the arts. We are now outfitted with an up-to-date library, auditorium with professional sound and lighting equipment, flexible rehearsal spaces, garden, after-school rooms, and outdoor amphitheater. In the realm of technology, students have access to the two mobile computer labs at the school, and each classroom contains computers and high speed internet access. In 2012, Malcolm X took a step forward in integrating technology into the classroom as a teaching tool, through a large private donation that the school received which provided each 1st through 5th grade classroom with a document camera and projector. Malcolm X has 4 mobile computer labs which teachers use as a teaching tool for research, keyboarding, and report writing.

Currently, Malcolm X Arts and Academics Magnet School is Berkeley Unified School District's largest elementary school, with a population of 576 students. During the 2014-2015 school year, the school expanded through the addition of two Transitional Kindergarten classrooms. Our students reflect the racial, ethnic, and linguistic richness of the Berkeley community. The March 2010 US census shows the following ethnic distribution: European-American: 32.6%, African-American: 24%, Latino: 8.4%, Asian, Pacific Islander, Filipino, and Native American: 7.9%, multiple or mixed ethnicity: 30%. Our families represent a broad range of educational and socioeconomic backgrounds. Single parents, grandparents,

guardians, and foster parents head many families. Historically, over 50% of our students have qualified for free and reduced lunch, though this number has been declining in recent years due to demographic shifts in the community, and through the opening of the school to families from the Central as well as South Zone. Most Malcolm X students go on to Willard Middle School, King Middle School, or Longfellow Arts and Technology Magnet Middle School.

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

V. Comprehensive Needs Assessment Components

A. Data Analysis

For detailed school performance data analysis see two attachments: 1) Document: Malcolm X Indicators of Progress to Achieve LCAP and SGC Goals 2014-15.pdf and 2) Power Point: Malcolm X 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 2014-15 Parent Survey was completed in April 2014, with 250 responses in English and 2 in Spanish. The survey responses represented 344 of our 576 students (60%). This is an increase from our 46% response rate in 2013-14.

Of families of students of African-American descent, 36 families responded, which is a decrease from the previous year's response of 46 families. This may reflect the decision not to distribute paper surveys to each child. Paper surveys were available, and sent home. Electronic surveys were available to fill out through SurveyMonkey, and login information was sent out in the Friday News, in a flyer, and through the MX eTree.

The overall rating of school programs, from academics to enrichment and after school programs was generally positive. 99% of parents strongly agreed or agreed that they felt welcomed at the school, and 94% strongly agreed or agreed that they were very satisfied with their child's learning experience.

C. Classroom Observations

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

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

D. Student Work and School Documents

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

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

In the spring of 2015, California will administer a new statewide assessment of the Common Core Standards for students in 3rd through 5th grade called the Smarter Balanced Assessment. School-wide results from this test will not be available from 2015 administration of the test, although students will receive individual results. The California English Language Development Test (CELDT) is administered to all EL students each fall to provide information on their progress in English Language Development. Student assessments guide the individualized development of curriculum units, instruction, and strategies. Staff meetings and grade-level collaboration time is used by teachers to study assessments, develop backwards planning, and work on specific plans for targeting instruction for students who have not yet achieved proficiency.

E. Analysis of Current Instructional Program

We have identified an academic focus for the 2015-2016 school year, based on an analysis of students TCRWP reading scores from the 2015 winter reporting period, in the absence of standardized test scores. Staff identified continued disparities in grade level reading between African American and white students as the school's primary challenge.

Our academic goal for the 2015-2016 school year in reading is focused on aligning the schools Tier 1 classroom practices with our RTI structure, to ensure that all students who are below grade level in reading have a sustained, accountable structure to help them make academic progress. Efforts in this area have failed to yield success for several reasons. Firstly, measuring student achievement solely by grade level proficiency does not take into account students who are closing the gap towards grade level, and have yet to reach it. Secondly, there has not been a consistent structure to measure implementation of Guided Reading and Strategy groups during Readers' Workshop time. Thirdly, there has been a lack of coordination of in-class teaching in small groups with RTI and intervention services. Family engagement, arts integration, and PBIS efforts in the other goals support this academic focus, by increasing opportunities for parent and student engagement in school.

VI. Description of Barriers and Related School Goals

Malcolm X Elementary:

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

Key Barriers:

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

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

Key Strategies:

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

Berkeley Unified School District's Identified Barriers and key strategies:

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 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 (Malcolm X Elementary School)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	45	35	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	45	35	
Number Met	30	26	
Percent Met	66.7%	74.3%	
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	46	8	47	8		
Number Met	19	--	12	--		
Percent Met	41.3%	--	25.5%	--		
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	25	3	75						4
2	2	25	1	13	4	50			1	13		8
3			1	14	4	57	2	29				7
4	1	14	5	71	1	14						7
5	6	67	2	22	1	11						9
Total	9	26	10	29	13	37	2	6	1	3		35

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 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
<p>1. Professional Development and Coaching in Literacy</p> <p>Focus on differentiation of instruction within TCRWP workshop model. Building staff capacity through peer collaboration, staff development, and coaching within a Professional Learning Community:</p> <ul style="list-style-type: none"> • Literacy Coaches will meet with teachers during collaboration time to review student results on the assessment wall to group students for Guided Reading and Strategy Groups, and plan instruction to improve student achievement on a six week cycle. Teachers will prepare and revise class schedule for Guided Reading and Strategy groups. • Teachers will observe peer models or Literacy Coaches in order to reflect on best practices and support consistency in school-wide instructional practices for small group work during Readers' Workshop. • Literacy Coaches facilitate discussions and leads staff development sessions related to best practices in small group work during Readers' Workshop, and on delivery of new CCSS aligned Units of Study in Reading. • K-5th grade teachers will be released to observe, analyze their classroom data and plan in the area of Reading for half a day each, supported by the Literacy Coaches. Currently this is funded at a level equivalent to once a year, however this is a priority for carryover funding to allow this to 	August, 2015 to June, 2016	1102 Certificated Monthly	Literacy Coach - .15 FTE (+ .75 BUSD funded Lit Coach)	BSEP	14,185
		1102 Certificated Monthly	.2 FTE Site TSA for Literacy	Title I A - Basic Funding	16,341
		4380 Other/Reserve	Personnel Variance	Title I A - Basic Funding	817
		1116 Certificated Hourly	13 days of sub pay, (Priority for carryover up to 39 days of sub pay)	Title I A - Basic Funding	2,104
		1102 Certificated Monthly	Increase Lit TSA FTE	BSEP Carryover	

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
happen once a semester.					
<p>2. Meet the needs of a diverse learning community by differentiating instruction through an ongoing RTI process:</p> <p>For all students:</p> <ul style="list-style-type: none"> Conduct snapshot meetings at the beginning and middle of school year to assess student progress, review interventions, and to determine intervention needs. RTI team will coordinate services between classroom reading groups, literacy intervention (Reading Recovery and LLI), RTI, Resource, and Special Education. RTI team will hold monthly RTI meetings to monitor services, determine needs, and plan professional development. RTI focus group will hold weekly meetings to case manage identified general education students. Continue to hold weekly SST meetings and follow-up for students who are referred. Hold 3 day long back-to-back SST days to accommodate schoolwide need. (priority for carryover funding for six days of substitutes, \$1000) <p>For ELs:</p> <ul style="list-style-type: none"> ELD teachers and test coordinator will conduct annual CELDT testing Implement and assess use of new ELD materials during 30 minutes of daily ELD instruction based on English proficiency level Provide take-home materials in Spanish to support limited English students at home. <p>For academically advanced students:</p> <ul style="list-style-type: none"> Provide differentiated small group or individual instruction during Readers' and Writers' Workshop to challenge students at all levels Purchase supplemental math problem solving materials to support core curriculum at different ability levels. 	August, 2015 to June, 2016	<p>1102 Certificated Monthly</p> <p>1102 Certificated Monthly</p> <p>4380 Other/Reserve</p>	<p>.4 FTE RTI Coach (LCAP funded)</p> <p>.6 ELD Teacher (LCAP funded)</p> <p>Personnel Variance</p>	<p>District Allocation</p> <p>District Allocation</p> <p>BSEP</p>	<p>5,890</p>

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<ul style="list-style-type: none"> Purchase supplemental curriculum materials that provide depth, complexity and challenge exceeding the core standards-based curriculum will be implemented in classrooms during the school day. <p>For students with disabilities:</p> <ul style="list-style-type: none"> Review IEP goals in small teams. Identify target instructional groups and inclusion strategies for students with and w/o IEP's. Resource Specialist will collaborate with general education teachers to provide differentiated instruction to students w/ IEP's to maximize access to general education curriculum Develop, use, monitor, and evaluate behavioral support plans for students who need them. Hold bi-monthly reflection meetings to evaluate student progress and RTI (response to interventions) and inclusion strategies. 					
<p>3. Make maximum use of the opportunities for extended learning time during the school's afterschool programs, summer and breaks:</p> <p>Coordination:</p> <ul style="list-style-type: none"> Improve communication with after school programs through recruitment of LEARNS and BEARS Teacher Liaisons, providing staff development and homework support Use snapshot data to determine priorities for referral to BEARS and LEARNS afterschool classes and summer program. <p>Intervention:</p> <ul style="list-style-type: none"> Small group tutoring after school with credentialed teachers, connected to school day learning (Project Connect) One-on-one tutoring with Cal Berkeley students through the BUILD tutor program <p>Materials:</p> <ul style="list-style-type: none"> Computer lab and literacy based software (such as Raz-Kids) available to identified students in 	August, 2015 to June, 2016	<p>5800 Contracted Services (inc software subscriptions</p> <p>1116 Certificated Hourly</p> <p>5800 Contracted Services (inc software subscriptions</p>	<p>subscription for computer accounts (currently unfunded, priority for carryover funds)</p> <p>Project Connect/teacher hourly (\$16,000 in local grants, first priority for BSEP carryover)</p> <p>BUILD Tutor program</p>	<p>BSEP Carryover</p> <p>BSEP Carryover</p> <p>Other</p>	<p>2,500</p> <p>10,000</p> <p>2,500</p>

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>Project Connect, in class, and after school.</p> <ul style="list-style-type: none"> Literacy Team and classroom teacher will use grant funding from BPSF to provide high interest new books selected by below grade level students with limited access to books at home to read over the summer. Based on research study by Richard Allington. <p>Extended Learning:</p> <ul style="list-style-type: none"> Continue school's focus on at-home reading through use of reading logs, and Literacy committee will encourage summer reading program, as well as prioritizing students for reading incentives during winter and spring breaks. Continue to provide Super Science Saturday for students who are below grade level in Math in 1st - 5th grade 					
<p>4. Strategies and materials for intervention:</p> <p>In-class intervention for below grade level students:</p> <ul style="list-style-type: none"> The Literacy Coach work with small groups of students performing below grade level. The Literacy will work in small groups or individually first grade students reading below grade level Resource Specialist and Full Inclusion Teacher will provide in-class and small group interventions to students with IEPs and general education students. RSP and Full Inclusion Teacher will support classroom teachers with individual strategies and materials for students with IEPs and general education students. Staff will choose 4 Target Students for in-class intervention, and follow their progress on the Assessment & Intervention Walls Staff will meet every six weeks at the Assessment / Intervention Wall to monitor and track student progress, and plan interventions. <p>Materials:</p> <ul style="list-style-type: none"> Guided Reading materials at different levels 	<p>August, 2015 to June, 2016</p>	<p>1116 Certificated Hourly</p> <p>4300 Materials and Supplies</p>	<p>Substitutes (priority for carryover)</p> <p>Instructional materials (Handwriting Without Tears)(Unfunded at present)</p>	<p>BSEP Carryover</p> <p>BSEP Carryover</p>	<p>2,500</p> <p>2,500</p>

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>available to all classrooms</p> <ul style="list-style-type: none"> Reading, writing, spelling, and other appropriate classroom materials, (including those for ELs), equipment, and furniture will be available for all classrooms. Standards-based assessment and other intervention materials will be purchased to replace or supplement the current materials and to accompany District staff development. 					
<p>6. Ensure implementation of high quality mathematics instruction based on the Common Core standards, through implementation of the Engage New York math program The Story of Units.</p> <ul style="list-style-type: none"> Dedicate regular staff and team meeting time to the examination of student work and data for the purpose of instructional planning. Math Teacher Leader will plan and deliver professional development during collaboration time related to math planning and use of assessment results in math Teachers and principal will participate in district math training sessions related to A Story of Units, and principal will visit classrooms regularly to provide support and gather evidence of program use. Math committee will work with consultant/coach to implement the Math Talk strategy, as a way of developing students' ability to explain their mathematical reasoning 	August, 2015 to June, 2016	<p>1116 Certificated Hourly</p> <p>1116 Certificated Hourly</p> <p>5800 Contracted Services (inc software subscriptions)</p>	<p>Substitutes</p> <p>Math Teacher Leader</p> <p>Consultant (BPSF grant)</p>	<p>BSEP Carryover</p> <p>Other</p>	<p>2,500</p>
<p>7. K-3 students will have lessons based on Next Generation Science standards through co-taught project-based learning in the school garden. 4th and 5th grade students will continue this learning in Science Release time.</p>	August, 2015 to June, 2016	<p>2102 Classified Monthly</p> <p>2102 Classified Monthly</p>	<p>Instructional Specialist - .51 FTE Funded through BUSD funds, BSEP funds and PTA donation \$8500</p>	<p>PTA</p> <p>BSEP</p>	<p>2,535</p> <p>5,695</p>
<p>8. Visual and Performing Arts program will provide access to standards-based curriculum through arts integration, including and valuing a diverse range of historical and cultural perspectives.</p>	August, 2015 to June, 2016	2102 Classified Monthly	Instructional Specialist - Dance (.33 BSEP)	BSEP	19,710

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<ul style="list-style-type: none"> TSA for Art/Behavioral RTI to provide training in arts integration at staff meetings, coordinate performances and lead Arts Anchor Committee. Instruction in Dance, and Drama, Art, and Music, will be incorporated in all classrooms to engage students and to draw upon and develop the full range of student learning styles. DANCE: All students will have the opportunity to learn healthy fitness habits through an integrated physical education program that includes weekly dance class. DRAMA: All students will have the opportunity to prepare and perform at least once a year in classroom and school-wide dramatic productions at an increasing level of complexity MUSIC: All students will learn the fundamentals of music, both instrumental and choral, through weekly music lessons. ART: 1st, 2nd, 4th and 5th grade students will have the exposure to drawing, painting, sculpture, photography, and printmaking through weekly art classes. TK, K and 3rd grade classes will integrate visual arts in the classroom. 		2102 Classified Monthly	Instructional Specialist - Dance - (.32 PTA + .07 BPSF)	PTA	18,820
		2102 Classified Monthly	Instructional Specialist - Drama - .64 FTE (.34 BSEP, .30 PTA)	BSEP	28,585
		2102 Classified Monthly	Instructional Specialist - Drama - .64 FTE (.34 BSEP, .30 PTA)	PTA	25,225
		1102 Certificated Monthly	Teacher - K-2 Music - .56 FTE (.28 BSEP, .28 PTA)	PTA	24,000
		1102 Certificated Monthly	Teacher - K-2 Music - .52 FTE (.26 BSEP, .26 PTA)	BSEP	24,000
		2102 Classified Monthly	Instructional Specialist Dance (BPSF .07)	Other	4,000
		4380 Other/Reserve	Personnel Variance	PTA	3,920

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

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

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

Means of evaluating progress toward this goal:

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. PBIS/Equity Team: The Malcolm X PBIS/Equity Team will meet monthly as a Professional Learning Community to investigate and plan activities that build staff and institutional capacity to serve all students.</p> <ul style="list-style-type: none"> • PBIS/Equity Team will work with Family Engagement Specialist to promote practices that build positive cross-cultural relationships with parents. • PBIS/Equity Team will continue to review referral data team to examine ways help the school to address disproportionality in the number of referrals by subgroup. • PBIS/Equity Team will plan professional development for the staff related to culturally relevant teaching strategies, deepening the use of Teach Like A Champion strategies. • PBIS/Equity Team will examine policies and practices at the school and recommend options that would help increase equitable outcomes for students. • PBIS/Equity Team will investigate options for including restorative practices into our school wide discipline menu. Team will plan professional development for staff in this area. 	<p>August, 2015 to June, 2016</p>				
<p>2. Equity Training/Strategies/Materials: Teachers will attend cultural competency training offered by the district in conjunction with the Berkeley Alliance.</p> <ul style="list-style-type: none"> • Teachers will utilize strategies of instruction and materials that are culturally relevant to all students. • Teachers will meet to collaborate on the planning of culturally responsive lessons. Culturally responsive texts, books, and curriculum materials will be available in every classroom. • Development of library collection and scheduled author visits will continue to focus on 	<p>August, 2015 to June, 2016</p>	<p>4300 Materials and Supplies</p>	<p>Instructional Materials Substitutes for attendance at the Cultural Competency training</p>		

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
representing the diversity of the student community.					
<p>3. English Language Development</p> <ul style="list-style-type: none"> Strategies for engaging and supporting English Learners throughout the day will be implemented following the EL Achieve Constructing Meaning program. Teachers will receive ongoing coaching support from BUSD English Language Development Coach ELD teacher will use EL Achieve Instructional materials available in the Library Media Center. 	August, 2015 to June, 2016	1102 Certificated Monthly	Instructional Materials for EL Achieve units (unfunded at present) .6 FTE English Language Development Teacher	District Allocation	
<p>4. RTI: Track progress of all students, taking into account student progress disaggregated based on student demographics.</p> <ul style="list-style-type: none"> Include Family Engagement Specialist, mentoring and after-school staff, and mental and public health representatives in monthly RTI meetings to determine, discuss and track student services and progress. During weekly team and staff meetings, literacy coach will work with teachers to track the progress of focus students throughout the school year. 	August, 2015 to June, 2016		RTI Coach/ RTI committee		
<p>5. Schoolwide Positive Behavior Interventions & Support. (PBIS)</p> <ul style="list-style-type: none"> Continue calendar of behavior lessons regarding schoolwide rules (Be Safe, Be Respectful, Be Responsible, Be a Scholar) Staff will teach lessons to all students reviewing these rules at the beginning of the year. CBGs (Caught Being Good) tickets will be awarded to recognize positive behavior. Class CBGs will be awarded for positive group 	August, 2015 to June, 2016	1116 Certificated Hourly 4300 Materials and Supplies 1102 Certificated Monthly	Substitutes for team members to attend PBIS trainings (district funded) CBG prizes (unfunded at present) TSA for Arts/Behavioral RTI - .40 FTE (includes .2 FTE LCAP RTI, .06 FTE Arts Anchor funding, .14 FTE BSEP Site)	BSEP	16,130

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>behavior. Weekly CBG drawing will be conducted by an administrator or TSA in each classroom, reviewing the week's PBIS focus.</p> <ul style="list-style-type: none"> Staff will conduct monthly data review of suspensions, office referrals, and Uh Ohs, including data disaggregated based on student demographics. Develop a method for analyzing positive interactions in order to be able to compare with disciplinary actions. Student newsletter supporting PBIS values and Toolbox tools (Peace News) will be published on a monthly basis 		1102 Certificated Monthly	Arts Anchor	Other	7,000
<p>6. Social Emotional Curriculum:</p> <ul style="list-style-type: none"> Staff will teach Toolbox social-emotional curriculum to all grades, TK-5th. Staff will deliver Welcoming Schools lessons to all grades TK-5th Tier II Toolbox groups (Circle of Friends) will be convened for students who need more intensive practice with the Toolbox tools Malcolm Mentor program will pair identified students with a positive adult on campus, for daily goal setting and celebration of success, based on Check-In/Check-Out model. 	August, 2015 to June, 2016	1102 Certificated Monthly 1116 Certificated Hourly	Site TSA for Arts/Behavioral RTI Welcoming Schools Liaison		
<p>7. Counseling Support:</p> <ul style="list-style-type: none"> BACR counselor will meet with individual students and groups of students to provide individual and group therapy. BACR counselor will conduct class lessons/discussions about anti-bullying in 3rd - 5th grade classrooms. 	August, 2015 to June, 2016	5800 Contracted Services (inc software subscriptions) 5800 Contracted Services (inc software subscriptions)	BACR Counselor COB Mental Health	District Allocation Other	9,000 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 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 Increase the percentage of students and families who report feeling welcomed and valued as a partner in their child's education as measured by CHKS and district survey.
- 3.2 Recruit and retain certificated employees of color.
- 3.3 Increase the percentage of participants of color serving on the SGC so that the representatives on this committee mirrors the demographics of our student population.

Means of evaluating progress toward this goal:

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/PTO membership; promotion ceremonies.

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>1. School will encourage participation of a broad base of parents in school activities by promoting the establishment of a diverse group of parent participants in school leadership roles.</p> <ul style="list-style-type: none"> • Encourage the establishment of a School Governance Council that reflects the diversity of the school population. • Partner with the PTA to encourage a diverse group of parents to participate in PTA leadership. • Hold monthly English Learner Advisory Committee meetings. 	<p>August, 2015 to June, 2016</p>	<p>4380 Other/Reserve 2102 Classified Monthly</p>	<p>Parent Involvement Family Engagement Specialist (.6 FTE, LCAP funded)</p>	<p>Title I A - Parent Involvement District Allocation</p>	<p>458</p>
<p>2. The school will communicate with parents, and establish the school as a hub for parent resources.</p> <ul style="list-style-type: none"> • With assistance from School Service Aide, Family Engagement Specialist will reach out to parents regarding absenteeism, tardies, health, and parent involvement opportunities. • With assistance from School Service Aide, Family Engagement Specialist will maintain and run the Parent Resource Center, as a hub for parent activities (PTA committees, parent groups) • School will coordinate with PTA to conduct parent education events at monthly PTA meetings. Possible areas include grade level expectations and strategies for working with students at home. • Use school wide and classroom communications home to disperse information about standards and assessment results. • Hourly Clerical/Parent Ed. Support will assist School Secretary in maintaining contact with parents through copying and distribution of School News, mailings, phone contact, and maintenance of student records. 	<p>August, 2015 to June, 2016</p>	<p>2102 Classified Monthly 2116 Classified Hourly 2102 Classified Monthly</p>	<p>Monthly PTA meetings .37 School Service Aide (+ .6 funded by BUSD) Clerical/Parent Ed. Support (priority to be funded from BSEP carryover) .6 FTE Family Engagement Specialist</p>	<p>BSEP BSEP Carryover</p>	<p>16,215 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>3. Continue the use of the Welcoming Schools curriculum to ensure that all students and families structures are represented in the school's curriculum, and to build an inclusive community that helps all students to be safe and secure at school.</p> <ul style="list-style-type: none"> • Teachers will teach lessons from the three Welcoming Schools units focusing on bullying, family diversity and gender stereotyping. • Teachers will plan lessons during team meetings and curricular planning days. 	<p>August, 2015 to June, 2016</p>		<p>Welcoming School Teacher Liaison</p>		
<p>4. Training and workshops will be available to parents on campus.</p> <ul style="list-style-type: none"> • Parenting classes to support Project Connect parents in supporting their child's academic growth, conducted by Family Engagement Specialist • Parent Resource center open and available to all parents during the school day and after school, and host Grandparents Group and other programs. • Develop and maintain resources, classes, support and/ or discussion groups for parents that focus on their child's success in school. 	<p>August, 2015 to June, 2016</p>	<p>1102 Certificated Monthly</p>	<p>Project Connect- 6 parent meetings -- Family Engagement Specialist</p>		

BUDGET SUMMARY 2015-16

Malcolm X (126)			BSEP Site Funds Resource 0852		Title I Resource 3010		PTA Resource 9110 (DDF 906)		District LCAP Resource 0500		Other District Resources		Sum of FTE
Budget Item	Obj	DDF	BGT	FTE	BGT	FTE	9110	FTE	BGT	FTE	BGT	FTE	
Literacy Coach	1102	019	14,185	0.15						0.20		0.15	0.50
Literacy Coach	1102	019			16,341	0.20							0.20
Literacy Coach	1102	019										0.40	0.40
RtI TSA	1102	017								0.20			0.20
TK Music Teacher	1102		24,000	0.28			24,000	0.28					0.56
Art Teacher	1102	000	16,130	0.14							7,000	0.06	0.20
Subs for Professional Development					2,104								
School Service Aide	2902	000	16,215	0.37									0.37
Instructional Specialist - Drama	2182		28,585	0.34			25,225	0.30					0.64
Instructional Specialist - Garden	2182	815	5,695	0.08			2,535	0.04				0.39	0.51
Instructional Specialist - Dance	2182	000	19,710	0.33									0.33
Instructional Specialist - Dance	2182						18,820	0.32			4,000	0.07	0.39
Parent Involvement	4380				458								
Unallocated Reserve			5,890		817		3,920						

Total Expenditures 130,410 19,720 74,500 11,000

Revenue Allocation 130,410 19,720 74,500

Carryover Priorities

Subs - Certificated Hourly	2,500			
Materials & Supplies	2,500			
Certificated Hourly	7,500			
Subs - Certificated Hourly	2,500			
Certificated Hourly	2,500			
Clerical Hourly	5,000			
Software	2,500			
Increase FTE for Literacy and PBIS	5,000			
Total Carryover Priorities	<u>30,000</u>			

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	19,262	0.00
Title I A - Parent Involvement	458	0.00
BSEP	130,410	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
BSEP	130,410.00
BSEP Carryover	25,000.00
District Allocation	9,000.00
Other	18,500.00
PTA	74,500.00
Title I A - Basic Funding	19,262.00
Title I A - Parent Involvement	458.00

Appendix B - Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1102 Certificated Monthly	101,656.00
1116 Certificated Hourly	17,104.00
2102 Classified Monthly	120,785.00
2116 Classified Hourly	5,000.00
4300 Materials and Supplies	2,500.00
4380 Other/Reserve	11,085.00
5800 Contracted Services (inc software subscriptions)	19,000.00

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	54,315.00
2102 Classified Monthly	BSEP	70,205.00
4380 Other/Reserve	BSEP	5,890.00
1116 Certificated Hourly	BSEP Carryover	15,000.00
2116 Classified Hourly	BSEP Carryover	5,000.00
4300 Materials and Supplies	BSEP Carryover	2,500.00
5800 Contracted Services (inc software	BSEP Carryover	2,500.00
5800 Contracted Services (inc software	District Allocation	9,000.00
1102 Certificated Monthly	Other	7,000.00
2102 Classified Monthly	Other	4,000.00
5800 Contracted Services (inc software	Other	7,500.00
1102 Certificated Monthly	PTA	24,000.00
2102 Classified Monthly	PTA	46,580.00
4380 Other/Reserve	PTA	3,920.00
1102 Certificated Monthly	Title I A - Basic Funding	16,341.00
1116 Certificated Hourly	Title I A - Basic Funding	2,104.00
4380 Other/Reserve	Title I A - Basic Funding	817.00
4380 Other/Reserve	Title I A - Parent Involvement	458.00

Appendix D - Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	218,327.00
Goal 2	37,130.00
Goal 3	21,673.00

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)

State Assessments:

Malcolm X administers all required components of the California Assessment of Student Performance and Progress (CAASPP) program. In the 14-15 school year, 3rd, 4th and 5th graders will take a computerized assessment called the Smarter Balanced Assessment, which assesses English Language Arts and Math. Science test administered in 5th grade, and the CAPA is the alternate test for students with extreme disabilities and is available to students who qualify. The school and district results of the Smarter Balanced Assessment will not be reported by the California Department of Education in 14-15, although parents will receive results for individual students. The CELDT is administered each fall to all English Learner (EL) students (or within 30 days of enrollment) to provide information on their progress in acquiring the English language.

Local Assessments:

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

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

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

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

Student assessments guide the individualized development of curriculum units, instruction, and strategies. Weekly staff meeting and collaboration time is provided for teachers to study assessments, develop backwards planning, and work on specific plans for help all students reach grade level standards.

Teachers analyze standardized test scores and the results of district assessments in the Fall in order to plan instruction and intervention. Literacy assessments such as running records, writing samples, and the BEAR spelling test guide the development of guided reading and spelling groups and influence reading instruction and specific spelling lessons.

Student progress in reading and writing is tracked on assessment wall and reviewed by the literacy coach and teachers every six weeks to track student growth and analyze school-wide trends.. The Intervention Wall tracks student performance overall and provides information for modifications to the program to meet the needs of both under-performing students as well as those at or above grade level standards.

Staffing and Professional Development

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

One hundred percent of our staff meet NCLB requirements. All teachers are CLAD certified to work with English Learners.

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

The Principal has completed all three modules of the SB 430 Administrative program which replaced the AB75 training, and holds a Professional Clear Administrative Credential and a BCLAD Spanish bilingual teaching credential. He has attended both AB466 and SB472 training in state adopted curricula. He attends professional development in district adopted programs alongside the teaching staff, and has attended the week-long training on the district's Teacher College Reading and Writing Project literacy adoption, as well as the math training for A Story of Units.

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

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

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

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

- Students are assessed at least twice per year using TCRWP reading assessment and District math assessments linked to standards, and the Leadership Team plans weekly grade level meetings that are devoted to curriculum planning based on understanding standards and assessed student needs.
- Intervention Wall tracks student achievement at six-week intervals during collaboration time devoted to grade level discussions focused on Guided Reading and other reading strategies.

- Teachers target students for intensive intervention and staff work during collaboration time to develop appropriate strategies for their instruction. Strategies might include Guided Language Acquisition Design (GLAD) units, grading sample papers on rubrics, investigating new models, discussing student challenges, and sharing ideas.
- Literacy Coach and math coaching staff provide staff development led by on-site teacher-leaders based on assessed student needs.
- Teachers observe peers across grade level to better articulate curriculum from year to year.
- Literacy coach and outside trainers are available for coaching in balanced literacy strategies.
- District Math Coaches plan staff development in math and meet with teachers throughout the school year.
- Site Math Teacher Leader works with peers District-wide to implement the math program.

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

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

8. Teacher collaboration by grade level (EPC)

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

Teaching and Learning

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

Staff has met consistently over the past three years to learn new curriculum and adjust our teaching to the rigorous new Common Core State Standards, while addressing the needs of all learners. During staff meetings, grade level meetings, and on staff development days, teachers have reviewed standards, curriculum, and new assessments, to support teaching of to support the teaching of the Common Core standards in Math and Language Arts.

Additional measures of standards-based instruction include:

- Report cards and district literacy plan are aligned to CCSS standards.
- Staff and grade level meeting time dedicated to discussing and collaborative scoring of student writing based on CCSS.
- School-wide and district-wide long-term planning and professional development is based on understanding and implementation of standards.
- Balanced literacy strategies implemented in grades K-5
- Common Core aligned materials are available in Reading and Writing are available through the Lucy Calkins Units of Study
- Common Core aligned materials are available in Math through the A Story of Units
- GLAD instructional model, which provides standards-based differentiated instruction (including EL standards), is being used in all classrooms
- TSA for Arts and Arts specialists insure that all four arts disciplines are taught to state standards.

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

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

Daily minutes:

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

30 English Learner Development

60 math

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

Daily minutes:

100 English Language Arts (with 50 for writing and 50 for reading, including reading in the content areas)

30 English Learner Development

60 math

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

Daily minutes:

100 English Language Arts

30 English Learner Development and other ELA interventions

50 math

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

11. Lesson pacing schedule (EPC)

To ensure that all students receive the complete standards-based curriculum, the district has created pacing guides for Math and Language Arts. The District has periodic local assessments aligned with the pacing guide, which helps keep instruction aligned. Teachers coordinate their instructional time line at the beginning of the year, and then continue to meet throughout the school year to review and refine their pacing/teaching guides with their grade-level teams.

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

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

- District-adopted math materials in math, Social Studies (Scott-Foresman) and Science (FOSS) aligned to standards are available in all classrooms.
- Classroom library books are issued by grade level to support the Readers' Workshop Units of Study
- A guided reading library is centrally located and available to all staff. Fiction is organized by reading level and nonfiction is organized by content area and level.
- Supplemental math intervention materials are available, (Do the Math)

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

All teachers are using the adopted texts in math, and all teachers have implemented the District's new adopted program in English Language Arts. The intervention programs are using standards-aligned materials, and there has been a big push to improve after-school and summer EDC programs and bring them into alignment with state standards. During the 2010-2011 school year, staff began grouping students in instructional groups based on their CELDT level. The district adopted new ELD curricular materials, which have been available for use during the 2010-2011 school year at each grade level. Malcolm X teachers attended a three day ELD training in August, 2012. Fountas and Pinnel Leveled Literacy Intervention materials for K-5 students have been purchased through a grant, and organized into 3 intervention libraries for teacher use during class time and during Project Connect. Each K-3 classroom at Malcolm X received take-home copies of these LLI intervention materials in the 2012-13 school year. Math Intervention materials (Do The Math) are available to help provide supplemental instruction for students who are below grade level. In 2014-15 and 2015-16, the district has adopted Reading and Writing materials aligned to the Common Core State Standards.

Opportunity and Equal Educational Access

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

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

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

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

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

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

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

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

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

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

Two on-site after school programs, LEARNS and BEARS, provide academic and homework support every day until 6:00 p.m. to over 200 total students. Credentialed Malcolm X teachers serve as educational liaisons to both of these programs. In addition, Project Connect provides tutoring and mentoring with a credentialed teacher to over 100 students who are below grade level. Project Connect tutoring occurs twice a week for six weeks in the spring and six weeks in the fall. The Super Science Saturdays provide 8 weeks of science and math activities on Saturdays for 100 students who are below grade level in math.

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

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

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

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

Involvement

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

Meeting program goals

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

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

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

and both the Berkeley Police Department and the Berkeley Fire Department provide holiday food and gifts to up to twenty needy children and families.

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

English Learner Advisory Committee (ELAC) is a parent group that meets with Spanish translation to discuss student issues particular to students who are learning English. In the 14-15 school year, the ELAC responsibilities were delegated to the SGC, but ELAC will be reconstituted in the 15-16 year with support from the Family Engagement Specialist. Project Connect has a mandatory parent participation component, which requires all parents or guardians to attend a series of evening parenting classes. The office of the Family Engagement Specialist is open from Wednesday to Friday for parents to meet and discuss all topics pertinent to student success, as well as receive support with books, clothing, food, and information on programs available to families.

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

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

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

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

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

Funding

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

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

22. Fiscal support (EPC)

Fiscal school support is provided through the BUSD general fund, District and teacher/parent generated grants, parent fund raising, and State and Federal monies. In addition, the city Measure A Berkeley School Excellence Program funds support the school with educational materials, lower class sizes, a media technician, and books,

assemblies, enrichment programs. However, the school is underfunded and struggles to provide all necessary programs and purchase all needed materials.

Appendix 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:

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

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

Parents Pledge:

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

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

Staff Pledge:

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

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