

The Single Plan for Student Achievement

Longfellow Arts and Technology Middle School

School Name

01-61143-6090294

CDS Code

Date of this revision: 5/12/2014

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Berkeley Unified School District

School District

Superintendent: Donald Evans, Ed.D.
Telephone Number: (510) 644-6348
Address: 2020 Bonar Street
Berkeley, CA 94702
E-mail Address: donaldevans@berkeley.net

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

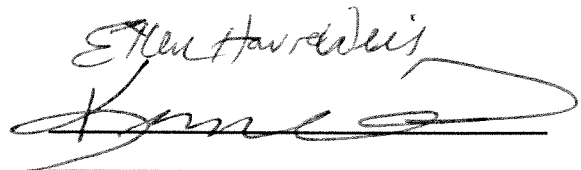
I. Consolidated School Plan for Educating The Whole Child

School Name: Longfellow Arts and Technology Middle School	School Year: 2014-15
Summary of School Goals: K-8 Site Plan Goals: 2014-15	
A. Continue to build and implement a comprehensive and aligned system of core curriculum, instruction, assessment and intervention <ul style="list-style-type: none"> • Improve the implementation and consistency of the academic program, specifically the English language arts (including English language Development) and mathematics curriculum, assessments and interventions for students needing additional support • Continue to develop early intervention best practice strategies through the Universal Learning Support System model to meet the learning needs of students at the first sign of academic struggle • Improve transitions for students as they move from 5th to 6th and 8th to 9th grade 	
B. Strengthen the ability of BUSD staff to educate a diverse student body <ul style="list-style-type: none"> • Provide professional development to (a) improve culturally and linguistically responsive teaching and (b) initiate a positive behavioral support system, in order to increase student engagement and achievement and reduce inequities in discipline • Support all teachers in developing programs to personalize the learning environment for all students • Identify successful models within the district and facilitate teachers learning from one another through an organized structure, for example, lesson study, peer observations and feedback, Professional learning Communities or teacher-led action research. 	
C. Partner meaningfully with parents <ul style="list-style-type: none"> • Provide parent forums and educational events on topics identified as critical by diverse parent groups • Assist parents and staff in their efforts to strengthen parent-school relationships • Conduct parent institutes; to help parents navigate our educational system and prepare their children for the future 	

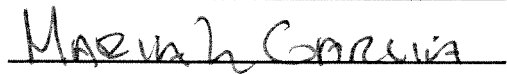
Site Committee Representatives:	
Parents/Community	Staff
(Chair): Ty Alper	(Principal): Patricia Saddler
(Co-Chair, if applicable): Delvin Curry	(Teacher): Dana Merryday
Kim Sanders	(Teacher): Nina Ziskin
Montrella	(Teacher): Jennifer Johnson
Monica Gyulai	(Classified): Angela Gilder
Alma Prins	(Classified): Jacqueline Cunningham
Ellen Weis	(Alternate): Crystal Paschel
(Alternate) Felicia Verdin	
Ellen Weis P & O	
Kim Sanders P & O	
Maria Luisa Garcia DELAC	

Signatures required for the following:

BSEP Planning & Oversight Committee Representative:



DELAC Representative (District English Learner Advisory Committee):



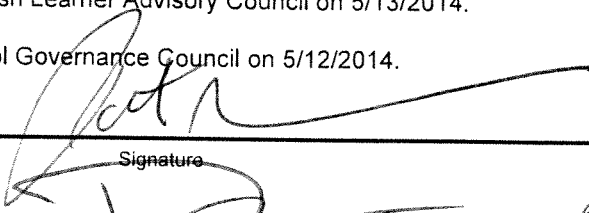

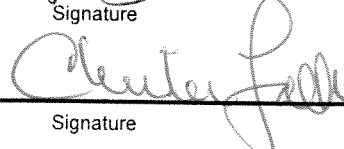


II. Recommendations and Assurances

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

1. The School Governance Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.
2. The School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.
3. The School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Governance Council stands to benefit financially from any decision of the Council.
4. The School Governance Council sought and considered all recommendations from the following groups or committees, before adopting this Plan:
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Other:
 - PTA
 - Student Leadership (10 -12- 8th Grade Students)
 - Student Grade 6 through 8

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

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on 5/13/2014.
8. This school plan was adopted by the School Governance Council on 5/12/2014.

Patricia Saddler Principal		5/29/14 Date
Ty Alper School Governance Council Chair		5/29/14 Date
Christina Faulkner Director, Curriculum & Instruction		6-16-14 Date
Natasha Beery Director, Berkeley Schools Excellence Program		6/16/14 Date
Neil Smith Assistant Superintendent, Educational Services		6/16/14 Date

III. School Vision and Mission

Longfellow School Vision

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

Longfellow Mission

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

IV. School Profile

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

At Longfellow, there are approximately 490 students that represent the diverse population of Berkeley. The staff consist of 26 highly qualified teachers, 2 Safety Officers,

1 Academic Counselor, 1 Licensed Mental Health Counselor supervising 12 MSW Interns, 2 Office Staff and 2 Administrators. Our staff is committed to academic excellence for all students, and insures success for all by providing differentiated instruction that is infused with academic rigor to best meet the needs of all of the students.

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

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

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

V. Comprehensive Needs Assessment Components

A. Data Analysis (See Section IV)

See attached Data File

B. Surveys

The School Governance Committee created an online surveys using Survey Monkey. 80+ families completed the survey . The survey focused on our current academic program, enrichment(during the school and afterschool), comprehensive mental health service model, Positive Behavior Support(PBS) and overall campus safety and cleanliness. The leadership class also completed a survey that mirrored the parent survey.

The information / data from the survey was used by SGC to make spending decision and set goals for our comprehensive site plan and safety plan. ***

C. Classroom Observations

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

D. Student Work and School Documents

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

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

V. ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

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

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

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

All students use standards-based instructional materials in all academic areas. Adaptations are made as necessary by teacher to help students access these materials. In the area of reading, teachers use a variety of supplemental materials to help students more effectively achieve content standards. Our History and Science curriculums are based on the state standards and utilize state adopted texts. In the past few years, Longfellow has made an effort to

purchase instructional materials that meet the standards, but have a lower reading level to assist struggling readers particularly in the areas of Science and History. The Berkeley Schools Excellence Project and the Berkeley Public Education Foundation provide funds for instructional materials that cannot be purchase with State textbook money. In addition, individual teachers have invested heavily in materials that will support their teaching and the standards.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Need for further training in culturally responsive instructional strategies

Limitations with the Inclusion Model/Co-Teach

Need for stronger Parental Engagement

School day is too short, need for a seven period day

Need for more technology equipment and training for the staff

10. Practices that address student health and nutrition:

1. Integration of cooking and gardening into the Science curriculum

2. Comprehensive PE program that also integrates nutrition

3. Interscholastic Sports program to promote student athletes

4. Organized sports activities at lunch time

5. Improved school lunch program which has resulted in increased participation in school lunch program.

6. Annual Walk to School Day event

7. Health Pathway Curriculum Development

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

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

12. Integration of technology into the curriculum:

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

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

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

VI. Description of Barriers and Related School Goals

Limited resources

Class Size

Campus is small

Emotional Health of students

Lack of planning time for staff

Need more instructional time.

Lack of Teachers of color

Need more Professional Development on Culturally Relevant Teaching and Learning

Medical and Dental needs of the students

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

VII. School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	445	460		90	94		136	143		23	23	
Growth API	835	829		953	951		772	766		850	884	
Base API	829	835		956	954		737	772		889	851	
Target	A	A		A	A		5	5				
Growth	6	-6		-3	-3		35	-6				
Met Target	Yes	Yes		Yes	Yes		Yes	No				

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	151	161		95	81		260	294		85	81	
Growth API	784	793		699	700		776	780		651	657	
Base API	807	782		713	696		769	775		596	652	
Target	A	5		5	5		5	5			7	
Growth	-23	11		-14	4		7	5			5	
Met Target	No	Yes		No	No		Yes	Yes			No	

VII. School and Student Performance Data (continued)

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

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	58	57	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	58	57	
Number Met	46	39	
Percent Met	79.3%	68.4%	
NCLB Target	56	57.5	
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less than 5	5 or More	Less Than 5	5 or More	Less Than 5	5 or More
Number in Cohort	12	53	6	51		
Number Met	--	36	--	34		
Percent Met	--	67.9%	--	66.7%		
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	*	Yes	*	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the Site Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	Yes	

Table 2b - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	846	852	
Percent with Prior Year Data	99.8	98.5	
Number in Cohort	844	839	
Number Met	550	527	
Percent Met	65.2	62.8	
NCLB Target	56	57.5	
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less than 5	5 or More	Less than 5	5 or More	Less than 5	5 or More
Number in Cohort	762	302	737	323		
Number Met	219	156	217	201		
Percent Met	28.7	51.7	29.4	62.2		
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	No	No	

VII. School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99		98	99		100	99		100	100	
Number At or Above Proficient	284	271		81	83		69	70		12	14	
Percent At or Above Proficient	63.8	58.9		90.0	88.3		50.7	49.0		52.2	60.9	
ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	Yes	No		Yes	Yes		Yes	No		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	98	98		99	99		99	99		98	98	
Number At or Above Proficient	82	73		31	17		132	135		34	33	
Percent At or Above Proficient	54.3	45.3		32.6	21.0		50.8	45.9		40.0	40.7	
ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	Yes	No		No	No		Yes	No		Yes	No	

VII. School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99		98	99		100	99		100	100	
Number At or Above Proficient	284	287		80	80		67	60		15	17	
Percent At or Above Proficient	64.0	62.5		88.9	85.1		49.3	42.0		65.2	73.9	
ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	No	No		Yes	No		Yes	No		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	98	98		99	98		99	99		98	97	
Number At or Above Proficient	85	103		37	42		136	157		35	26	
Percent At or Above Proficient	56.7	64.4		39.4	52.5		52.3	53.6		41.2	32.5	
ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	No	Yes		No	Yes		No	No		Yes	No	

VII. School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2012-13										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	7	30	9	39	7	30					23
7	2	9	13	57	3	13	4	17	1	4	23
8	1	9	6	55	2	18	1	9	1	9	11
Total	10	18	28	49	12	21	5	9	2	4	57

Grade	California English Language Development Test (CELDT) Results for 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	4	15	13	48	5	19	4	15	1	4	27
7	6	43	7	50			1	7			14
8	1	6	9	56	5	31	1	6			16
Total	11	19	29	51	10	18	6	11	1	2	57

VIII. Planned Improvements in Student Performance

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The School Governance Council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community.

Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

Goal #1: ACADEMIC ACHIEVEMENT

Goal Statement:

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

Student groups and grade levels to participate in this goal:

All Sixth through Eighth Graders

English Language Learners (EL)

Grades 6-8 scoring at Far Below Basic and Below Basic on local assessments.

Anticipated annual performance growth for each group:

1.1 Increase the percentage of students demonstrating grade level proficiency by 5% annually using the Teacher College Reading and Writing Project Assessment (TCWRP).

1.2 Increase the percentage of English Learners who demonstrate annual progress in reading, writing, speaking and listening on the CELDT (AMAO 1), which already exceeds the state target, to 75%.

1.3 Increase the percentage of English Learners demonstrating English language proficiency on the CELDT (AMAO 2) to meet or exceed state targets.

Means of evaluating progress toward this goal:

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

RTI Meetings

Professional Learning Community (PLC) Meetings

Department/ Collaboration / Staff Meetings

District Benchmark Assessments for ELA and Math

Class Profiles

Group data to be collected to measure academic gains:

District Benchmark Assessments for ELA and Math

California English Language Development Test (CELDT)

Re-Designation (RFEP) Records

Total Expenditures in this Goal: \$53,444

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
1. Student Academic Support : Language Arts Provide flexible options for additional English Language Arts instruction and support, including the following: 1. Before School Intervention Classes (Zero period) 2. Read 180 Classes 3. After-school Intervention Classes and tutoring 4. Access to Accelerated Reading Program for all students, with literature works that are appropriate for the varying levels of readers 5. Consider academic balance when building the English classes, and aligning the appropriate support for each class, which will allow each teacher to create an environment for student success 6. Integrate the writers' coaches into the English Language Arts classes, with a goal of building solid connections with the students. 7. AVID	August 2014 - June 2015	5800: Contracted Services	WriterCoach Connection contract Stiles Hall - Scholars to Cal Mentoring and Academic Support	BSEP 18,500
		5800: Contracted Services	Accelerated Reader	Title I 7,318
		4300: Instructional Materials & Equipment	Instructional Materials	BSEP 3,000
		1116: Certificated – Hourly	Teacher Supervision with Project Smile Academic Support Before/After School	BSEP 1,500 Title I 2,500
			4300: Instructional Materials & Equipment	Read 180 (materials)
2. Student Academic Support: Mathematics 1. Careful scheduling of students into their math sections, attempting to balance the classes to ensure maximum achievement 2. After-school Intervention Classes and Tutoring 3. IXL - Intervention Program	August 2014 - June 2015	1116: Certificated – Hourly	Math Support - Before/After School	BSEP 500 Title I 1,000
			5800: Contracted Services	IXL-Math Software
		4300: Instructional Materials & Equipment	Common Core Curriculum Support Materials	Title I 1,000
		4300: Instructional Materials & Equipment	Technology (carryover)	
3. AVID Program	August 2014 - June 2015	1116: Certificated – Hourly	AVID Planning and Interviews and Substitutes for college visits	BSEP 4,000 TIP 598
			2146: Tutors – Hourly	BSEP 5,600

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
		4300: Instructional Materials & Equipment	Explore Test	Title I 500
		4380: Other / Reserve	Personnel Variance	BSEP 3,748
4. The school's classroom rules, procedures, and behavior management policies are written, explained, practiced and supported with sensitivity towards all students's social and emotional health as well as cultural and linguistic differences.	August 2014-June 2015	4300: Instructional Materials & Equipment	Curriculum Materials for PBIS, Positive School Culture, and Toolbox	Title I 500

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$39,528	\$13,318	\$	\$	\$	\$598	\$

VIII. Planned Improvements in Student Performance (continued)

Goal #2: STRATEGIES TO PROMOTE STUDENT SUCCESS

Goal Statement:

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

Student groups and grade levels to participate in this goal:

All Sixth through Eighth Graders

Special Education Students

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

African-American Students (to address disproportionality)

Anticipated annual performance growth for each group:

2.1 Reduce the number of students with ten or more total absences by 10% of the 2014-15 percentages (enrollment reported as of June).

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

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

Means of evaluating progress toward this goal:

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

RTI t Meetings

Positive Behavioral System (PBIS) Meetings

Other Collaboration / Staff Meetings

Teacher / Parent / Student Conferences

Group data to be collected to measure academic gains:

PowerSchool Attendance Information

Special Education Information System (SEIS) Reports

PowerSchool / Student Services Suspension Report

PowerSchool PBIS Report

Total Expenditures in this Goal: \$97,121

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>1. Continue developing a Professional Learning Community that is focused on academic excellence infused with culturally responsive strategies:</p> <p>1. Begin the school year with a one day retreat, at which the staff will work on identifying those culturally relevant strategies that have been tried and proven successful, as well as looking at the student data and identify areas that need to be targeted in 13-14. These will become our staff targets, and we will work in teams to address them throughout the school year.</p> <p>2. Purchase books for the staff that target Cultural Relevance (Titles to be determined), and divide the staff into two book clubs. The books will be read, discussed, provide strategies to be attempted in the classrooms, and then debriefed.</p> <p>3. Involve students into our process to identify the strategies that are working for them to be successful, and identify what is not working, so that we can continue to develop our skills as educators.</p> <p>4. Provide mental/emotional health support for our students so that they can focus on learning; this will include individual, group, one-time sessions, parent workshops on various topics (Drug and Alcohol Awareness, Adolescence, Gang Prevention, How to talk with your Teen, Cyberbullying), Suicide Prevention and conflict mediation.</p>	August 2014 - June 2015	1102: Certificated – Monthly	Mental Health Counselor - .80FTE (.60 BSEP, .20 Title I)	BSEP 49,915 Title I 16,649
		4300: Instructional Materials & Equipment	Instructional Materials	Title I 1,000
		5200: Conference & Travel	Professional Development	TIP 2,000
		4300: Instructional Materials & Equipment		
		1102: Certificated – Monthly	Professional Development	Title I 1,000
<p>2. Provide yard supervision before school, which will provide opportunities for the students to play sports before school. This will decrease the number of student conflicts.</p> <p>1. Provide adequate adult supervision on the campus before school, which will reduce the number of student conflicts, which in turn will reduce the disruption to student learning.</p>	August 2014 - June 2015	2916: Noon/Recess Director - Hourly	Yard supervisors (418 hours)	BSEP 7,000
		4380: Other / Reserve	Salary Reserve	
<p>3. Encourage students to be physically active by playing an organized sport.</p> <p>1. Organized sports teach students to work together towards a common goal, to not just focus on their personal skills.</p> <p>2. To provide a diverse group of well trained adults who teach and model good sportsmanship.</p> <p>3. To engage parents in an academically non-threatening way with the school.</p> <p>4. To provide our students with the opportunity to meet students from communities other than Berkeley, and to travel to those communities.</p>	August 2014 - June 2015	2117: Athletic Coach Stipends	Athletic Team Coaches (1 stipends)	BSEP 800

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
5. Promote regular physical activity.				
4. Provide opportunities for students to develop their artistic abilities.	August 2014 - June 2015	1102: Certificated – Monthly	Music Teacher - .04 FTE	BSEP 4,033
		2102: Classified – Monthly	EDP DramaEnrichment Class	BSEP 1,174
		5751: BUSD Buses	Buses for AVID Program & other field trips (\$500/grade level and \$2,000 for AVID trips)	BSEP 3,500
5. Garden Program.	2014-2015	2102: Classified – Monthly	Gardening	BSEP 4,050
6. Prepare students to become college and career ready	2014-2015	2116: Classified – Hourly	Mouse Squad Coordinator (.053 FTE)	BSEP 5,000
		2116: Classified – Hourly	Parent Outreach/Communication	Title I 1,000

	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$75,472	\$19,649	\$	\$	\$	\$2,000	\$

VIII. Planned Improvements in Student Performance (continued)

Goal #3: Goal 3: PARTNERSHIPS WITH FAMILIES AND COMMUNITY / CULTURAL AND LINGUISTIC RESPONSIVENESS

Goal Statement:

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

Student groups and grade levels to participate in this goal:

.All sixth through eight grade students
All students especially targeting African-American and Hispanic / Latino Students and Families

Anticipated annual performance growth for each group:

- 3.1 Increase the percentage of students and families who report feeling welcomed and valued as a partner in their child's education as measured by CHKS and district survey.
- 3.2 Recruit and retain certificated employees of color.
- 3.3 Increase the percentage of participants of color serving on the SGC so that the representatives on this committee mirrors the demographics of our student population.

Means of evaluating progress toward this goal:

On a regular basis, teachers, principal and other support staff will evaluate progress of all students through:
Professional Learning Community (PLC) Data Meetings to review survey results
Other Collaboration / Staff Meetings

Group data to be collected to measure academic gains:

Parent Survey
SGC Ethnicity Report
CALPADS

Total Expenditures in this Goal: \$2,944

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
1. Provide parents with support on raising an adolescent, gang prevention, drug and alcohol prevention, and college bound strategies. 1. Our school will provide eight parent workshops on	August 2014 - June 2015	1116: Certificated – Hourly	parent outreach which may include translation	Title I 2,000
		4300: Instructional Materials & Equipment	Food, printing for parent meetings	Title I 140

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
topics relevant to the needs of our students. 2. Childcare and food will be provide for the parent participants so that we can have the maximum number of participants.		4380: Other / Reserve	Parent Involvement	Other 804

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$	\$2,140	\$	\$	\$	\$	\$804

VIII. Planned Improvements in Student Performance (continued)

Goal #4:

Goal Statement:

Student groups and grade levels to participate in this goal:

Anticipated annual performance growth for each group:

Means of evaluating progress toward this goal:

Group data to be collected to measure academic gains:

Total Expenditures in this Goal: \$

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item			Proposed Expenditure(s)	Funding Source/Cost	
	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$	\$	\$	\$	\$	\$	\$

VIII. Planned Improvements in Student Performance (continued)

Goal #5:

Goal Statement:

Student groups and grade levels to participate in this goal:

Anticipated annual performance growth for each group:

Means of evaluating progress toward this goal:

Group data to be collected to measure academic gains:

Total Expenditures in this Goal: \$

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost			
	BSEP----	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$	\$	\$	\$	\$	\$	\$

Appendix A - Program Summary: Longfellow Arts and Technology Middle School

Goal 1	
ACADEMIC ACHIEVEMENT	
BSEP	39,528
Title I	13,318
PTA	
EIA-LEP	
EIA-SCE	
TIP	598
Other	
Total	53,444

Goal 2	
STRATEGIES TO PROMOTE STUDENT SUCCESS	
BSEP	75,472
Title I	19,649
PTA	
EIA-LEP	
EIA-SCE	
TIP	2,000
Other	
Total	97,121

Goal 3	
Goal 3: PARTNERSHIPS WITH FAMILIES AND COMMUNITY /	
BSEP	
Title I	2,140
PTA	
EIA-LEP	
EIA-SCE	
TIP	
Other	804
Total	2,944

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

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

Total Expenditures	
BSEP	115,000
Title I	35,107
PTA	
EIA-LEP	
EIA-SCE	
TIP	2,598
Other	804
Total	153,509

Total Allocation*	
BSEP	115,000
Title I	35,107
PTA	
EIA-LEP	
EIA-SCE	
TIP	2,598
Other	804
Total	153,509

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

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

Appendix B - Budget Summary: Longfellow Arts and Technology Middle School

Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other	Total
Monthly Tchrs	53,950	16,649						70,599
Hourly Teachers	6,000	5,500				2,598		14,098
Monthly Classified	9,050							9,050
Hourly Classified	1,175	1,000						2,175
Coach Stipends	800							800
Hourly Tutors	5,600							5,600
Noon Directors	7,000							7,000
Materials/Supplies	3,000	3,640						6,640
Conference & Travel		1,000						1,000
BUSD Buses	3,500							3,500
Contracted Services	21,180	7,318						28,498
Other/Reserve	3,745	804						4,549
Total	115,000	35,911				2,598		153,509

Appendix C
 BSEP SCHOOL SITE DISCRETIONARY FUNDS 2014-15
 Longfellow Middle School (127)

CERTIFICATED MONTHLY SALARIES & FRINGE		
1102	Teacher	
1102	Teacher - Music (.04 FTE)	\$4,035
1102	Counselor (.60 FTE)	\$49,915
TOTAL CERTIFICATED MONTHLY:		\$53,950
CERTIFICATED HOURLY SALARIES & FRINGE		
1116	Hourly Teaching - AVID, Project Smile, Intervention (135 hrs)	\$5,000
1116	Hourly Teaching - Afterschool Enrichment (27 hrs)	\$1,000
TOTAL CERTIFICATED HOURLY:		\$6,000
CLASSIFIED MONTHLY SALARIES & FRINGE		
2102	Instructional Assistant (.053 FTE)	\$5,000
2182	IS - Garden	\$4,050
TOTAL CLASSIFIED MONTHLY		\$9,050
CLASSIFIED HOURLY SALARIES & FRINGE		
2117	Athletic Coach Stipends	\$800
2146	Hourly Tutors (480 hrs)	\$6,775
2916	Noon Supervisor (448 hrs)	\$7,000
TOTAL CLASSIFIED HOURLY		\$14,575
SUB-TOTAL PERSONNEL:		\$83,575
NON-SALARIED CATEGORIES		
4300	Instructional Materials & Supplies	\$3,000
5751	Buses - AVID	\$3,500
5800	Contract - Writer Coach	\$16,500
5800	Contract - Stiles Hall	\$2,000
5800	Contract - IXL	\$2,680
SUB-TOTAL NON-SALARIED:		\$27,680
TOTAL EXPENDITURES:		\$111,255
RESERVE FOR PERSONNEL VARIANCE:		\$3,745
TOTAL FY 2014 BSEP ALLOCATION:		\$115,000
(DIFFERENCE):		\$0

Priorities for anticipated Fall 2014 Carryover:

- Instructional Materials \$5,000
- Hourly Teaching \$5,000
- Technology \$5,000

BSEP FY 2014 Carryover projected to be approximately \$35,000

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

		Benefits Rate	RS 3010 Title I (Basic)	7091 EIA/ELL	7090 EIA/SCE	GRAND TOTAL
School : Longfellow		Obj #				
A	CERT. TCHERS MONTHLY		-			-
		1102	\$ -	\$ -	\$ -	\$ -
			\$ -		\$ -	\$ -
			\$ -		\$ -	\$ -
	Subtotal		\$ -	\$ -	\$ -	\$ -
	Fringe Benefits :					
	STRS Monthly	3101	0.09500	-	-	-
	Medicare	3301	0.01450	-	-	-
	Health/Dental (@ FTE's 1.00)	3401	\$ 13,017	-	-	-
	SUI	3501	0.00058	-	-	-
	WCOMP	3601	0.02050	-	-	-
	Retiree Benefits	3701	0.03000	-	-	-
	Total		\$ -	\$ -	\$ -	\$ -
B	CERT. COUNSELORS	1202	0.20			0.20
	<i>Site TSA - Academic/ Culturally Counselor (1.0 FTE)</i>		12,468			12,468
	<i>(0.20 = Title I, 0.60 = Site BSEP RS 0852, 0.20 = BSEP RS 0841)</i>					
	Subtotal		\$ 12,468	\$ -	\$ -	\$ 12,468
	Fringe Benefits :					
	STRS Monthly	3101	0.09500	-	-	-
	PERS	3202	0.11771	1,468	-	1,468
	Medicare	3301	0.01450	181	-	181
	OASDI (FICA)	3312	0.06200	773	-	773
	Health/Dental (@ FTE's 1.00)	3401	\$ 13,017	1,123	-	1,123
	SUI	3501	0.00058	7	-	7
	WCOMP	3601	0.02050	256	-	256
	Retiree Benefits	3701	0.03000	374	-	374
	Total		\$ 16,649	\$ -	\$ -	\$ 16,649
C1	DAILY SUB TCHERS	1116	-			-
C2	DAILY SUB TCHERS	1116	-			-
	Subtotal		\$ -	\$ -	\$ -	\$ -
	Fringe Benefits :					
	STRS	3101	0.09500	-	-	-
	Medicare	3301	0.01450	-	-	-
	SUI	3501	0.00058	-	-	-
	WCOMP	3601	0.02050	-	-	-
	Retiree Benefits	3701	0.03000	-	-	-
	Total		\$ -	\$ -	\$ -	\$ -
D	STIPEND	1117				
E	CURR. DEVELOPMENT (\$2,625, PD)	1116	2,322			2,322
F1	TCHR HRLY (\$2,500, AVID & Intervention)	1116	2,211			2,211
F2	TCHR HRLY	1116	-			-
F3	TCHR HRLY	1116	-			-
	Subtotal		\$ 4,533	\$ -	\$ -	\$ 4,533
	Fringe Benefits :					
	STRS	3101	0.09500	431	-	431
	Medicare	3301	0.01450	66	-	66
	SUI	3501	0.00058	3	-	3
	WCOMP	3601	0.02050	93	-	93
	Retiree Benefits	3701	0.03000	-	-	-
	Total		\$ 5,125	\$ -	\$ -	\$ 5,125
	CLASSIFIED SAL MONTHLY					
G	Instructional Assistant	2102				\$ -
H	Instructional Specialist	2182				-
I	Clerical Assistant	2402				-
J	After School Coordinator	2402				-
K	School Svc Assistant	2902				-
L	Home School Liaison	2902				-
	Subtotal		\$ -	\$ -	\$ -	\$ -
	Fringe Benefits :					
	PERS	3202	0.11771	-	-	-
	PERS REDUCTION	3802	0.00000	-	-	-
	OASDI (FICA)	3312	0.06200	-	-	-
	Medicare	3302	0.01450	-	-	-
	Health/Dental (@ FTE's 1.00)	3402	\$ 13,017	-	-	-
	SUI	3502	0.00058	-	-	-
	WCOMP	3602	0.02050	-	-	-
	Retiree Benefits	3702	0.03000	-	-	-
	Total		\$ -	\$ -	\$ -	\$ -

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

		Benefits Rate	RS 3010 Title I (Basic)	7091 EIA/ELL	7090 EIA/SCE	GRAND TOTAL
School : Longfellow						
	Obj #					
<u>CLASSIFIED SAL HOURLY</u>						
M	Instructional Aide (\$8,200, 3.1)	2116	\$ -	\$ -		-
N	Tutors	2146				-
O	Instructional Specialist	2182				-
P	Clerical Tech & Office Staff	2416				-
Q	Home School Liaison (\$1,000, Parent Outreach)	2916	911			911
R	Other Classified	2916	-			-
S	Other Classified - Translation	2916	-		-	-
	Subtotal		\$ 911	\$ -	\$ -	\$ 911
<u>Fringe Benefits :</u>						
	OASDI (FICA)	3312	0.06200	56	-	56
	Medicare	3302	0.01450	13	-	13
	SUI	3502	0.00058	1	-	1
	WCOMP	3602	0.02050	19	-	19
	Retiree Benefits	3702	0.03000			-
	Total		\$ 1,000	\$ -	\$ -	\$ 1,000
<u>BOOKS / SUPPLIES / MTLs</u>						
T1	Instructional Mtls (\$3,330)	4300	\$ 3,330			\$ 3,330
T2	Instructional Mtls	4300	-			-
T3	Instructional Mtls	4300	-			-
U1	Parent Involvement (\$304)	4350	304			304
U2	Food for Parent Involvement Meetings (\$500)	4350	500	-		500
	Total		\$ 4,134	\$ -	\$ -	\$ 4,134
<u>TRAVEL & OUTSIDE SERVICES</u>						
V	Travel / Conference (\$1,000)	5200	\$ 1,000			\$ 1,000
W	Memberships / Dues	5300				-
X	Postage / Mailings	5910				-
Y	Consultant/ Contract	5800				-
Z1	Prof. Svcs (\$7,318, Renaissance Learning)	5800	7,318			7,318
Z2	Prof. Development (IXL Math Software)	5800				-
Z3	Prof. Development	5800	-			-
A1	Salary Reserve		685			685
	Total		\$ 9,003	\$ -	\$ -	\$ 9,003
<u>CAPITAL OUTLAY</u>						
B1	Equip (Over \$500, Less than \$5,000)	4400				\$ -
C1	Equipment (Over \$5,000)	6400				-
	Total		\$ -	\$ -	\$ -	\$ -
a.	Total Projected Expenditure		\$ 35,911	\$ -	\$ -	\$ 35,911
b.	Budget Allocation		35,911			35,911
c.	Add : Carryover					-
d.	Total Budget (d = b + c)		\$ 35,911	\$ -	\$ -	\$ 35,911
e.	Projected Balance (e = d - a)		\$ (0)	\$ -	\$ -	\$ (0)

* Title I allocation included \$804 for Parent Involvement.

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

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

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

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

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

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

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

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

Notes for TIP Funding:

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

Appendix E - Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

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

Staffing and Professional Development

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

All Longfellow Teachers are NCLB compliant.

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

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

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

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

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

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

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

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

8. Teacher collaboration by grade level (EPC)

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

Teaching and Learning

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

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

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

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

11. Lesson pacing schedule (EPC)

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

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

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

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

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

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

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

Involvement

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

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

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

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

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

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

Funding

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

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

22. Fiscal support (EPC)

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

Appendix F - Home/School Compact

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

Student Pledge:

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

Parents Pledge:

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

Staff Pledge:

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