

The Single Plan for Student Achievement

Berkeley Arts Magnet at Whittier

School Name

01-61143-6097729

CDS Code

Date of this revision: April 26, 2010

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: William Huyett
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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: Berkeley Arts Magnet at Whittier	School Year: 2010-2011
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Summary of School Goals:

The school has identified these primary goals:

1. Continue to build and implement a K-5 comprehensive and aligned system of core curriculum, instruction, assessment and intervention.
2. Strengthen the ability of our staff to educate a diverse student body.
3. Partner meaningfully with parents.
4. Improve student achievement by development and support of the whole child.
5. Update and improve the school's technology capability.

Site Committee Representatives:

Parents/Community	Staff
(Chair): Kim Anno	(Principal): Kristin Collins
(Co-Chair, if applicable): Tracy Matthews	(Teacher): Sam Frankel
Stavros Tripkakis (alternate)	(Teacher): Charlene Kalagian
Daniel Davis	(Teacher): Gabe Tsuei
Leah Wilson	(Classified): Kathyn De Jean
Seth Corrigan	(Teacher) Dvora Klein
Don Suva	
Rev. Vangerlene Weisman-Brown (alternate)	

Signatures required for the following:

BSEP Planning & Oversight Committee Representative:

DAC Representative (District Advisory Committee for EIA):

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:
School Leadership Team

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 April 26, 2010.

Kristin Collins

Principal

Signature

Date

Kim Anno

School Governance Council Chair

Signature

Date

Christina Faulkner

Director, Curriculum & Instruction

Signature

Date

Monica Thyberg

Manager, Berkeley Schools Excellence Program

Signature

Date

Neil Smith

Assistant Superintendent, Educational Services

Signature

Date

III. School Vision and Mission

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

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

Berkeley Arts Magnet strives for:

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

IV. School Profile

Berkeley Arts Magnet Elementary School is a K-5 school with an arts focus and tradition.

2010 enrollment: 362 (District average: 356)
Asian 9% (District average: 7%)
Latino 9% (District average: 17%)
African American 19% (District average: 20%)
White 34% (District average: 34%)
Other/Multi-Ethnic 29% (District average: 22%)

English Learners: 13% (District average: 18%)
Students having free or reduced lunch (2008-2009 totals): 42% (District average: 40%)
College educated parents: 60% (District average: 52%)
Socio-economically disadvantaged population: 42% (District average: 40%)
Average students per teacher: 19 (District average: 21)

Projected enrollment for 2011: 375 students

The school is Program Improvement Year 4 (2009-2010).

Two after-school programs provide extended day options for student and families: Berkeley Bears and BAM All-Stars (LEARNS). Both programs extend learning and enrichment activities for students. In addition, BAM's PTA offers after-school classes coordinated by parent volunteers. Partial and full scholarships are available through the PTA for these classes. PTA classes are offered through BAM All-Stars (LEARNS) program. Sage Mentors from UC Berkeley work with students in the afterschool program.

A generous and engaged parent/guardian population supports fund-raising and community-building at the school. The PTA and PTA Giving Campaign coordinate fundraising activities. The African-American Families United at BAM sponsor many special events at the school which are widely attended, and broaden the learning and celebrations of our community.

Our special events for families in the 2009-2010 school year included:

BAM Back-to-School Night
the Kindergarten Welcome Potluck,
the Multi-Cultural Potluck,
the Matthew and Celeste C. Sutton Film and Discussion Series
the African American Heritage All Stars Performance and Potluck,
the Berkeley Bears Living History Museum,
the BAM PTA Starry Night silent auction and dinner,
the BAM Jam dance and auction party,
the Math Games night,
the Harlem Renaissance Celebration,
the Teacher Appreciation Lunches,
the BAM Open House and Science Fair.

Also, Conversations with the Principal are held monthly and a weekly newsletter is produced by the PTA/Principal.

Special events and performances put on by our students in 2008-2009 included:

monthly Community Meetings recognizing students who demonstrate school citizenship themes,
monthly Spirit Days organized by our Student Council,
the Annual Halloween Parade,
the Kindergarten Sing-a-Long,
the Martin Luther King Commemoration and Community Peace March,
the Cesar Chavez Program "si se puede",
the Annual Berkeley Symphony Orchestra performance,
the Winter "Works in Progress" arts performances,
the Opera Piccola theater performances,
the Open Mic Poetry Reading,
the Annual Sports Day,
individual class plays and performances,
and many after-school program (BAM All Stars, Berkeley Bears, PTA classes) performances and celebrations.

V. Comprehensive Needs Assessment Components

A. Data Analysis (See Section IV)

Berkeley Arts Magnet is a Program Improvement School (Year 4, 2010) .

State Accountability (API) (See Section VI, Table A): In 2009, Berkeley Arts Magnet exceeded its school wide target and gained 32 points for an API score of 829. While the school did not meet performance goals for all sub groups, the overall gain is a significant improvement from its prior 765-775 API range (2002-2006) before reaching the 800 threshold in 2008.

Economically-disadvantaged students exceeded their growth target (47 point gain)
African-American students exceeded their growth target (45 point gain)
White students declined (7 point loss) but still exceed 900
Other student populations are not statistically significant and do not receive API scores.

The API gap between our highest performing group (White students) and our lowest performing group (African-American students) has narrowed to 241 points, however, in 2009 this is a function of both declining performance for White students and increasing performance for African-American students.

Federal Accountability (AYP) (See Section VI Tables 3 and 4): in 2009, BAM met 16 out of 17 criteria, missing only the proficiency target in math for African-American students.

English Language Arts (Grades 2-5): Berkeley Arts Magnet had a school wide proficiency of 61%, exceeding the AYP target of 46%, but not all subgroups met that proficiency goal:

Economically-disadvantaged students (total 92 students): 42% proficient
African-American students (total 56 students): 29% proficient
White students (total 76 students): 79% proficient
Latino students (total 22 students): 59% proficient
English Language Learners (total 31 students): 34% proficient
Asian students: not statistically significant - no data

Performance over time in English Language Arts: Our African-American students and economically disadvantaged students have made gains between 2003-2009.

Math (Grades 2-5): Berkeley Arts Magnet had a school wide proficiency of 65%, exceeding the AYP target of 37%, and all subgroups except our African American students met that proficiency goal:

Economically-disadvantaged students (total 92 students): 46% proficient
African-American students (total 56 students): 32% proficient
White students (total 76 students): 87% proficient
Latino students (total 22 students): 59% proficient
English Language Learners (total 31 students): 55%
Asian students: not statistically significant - no data

Performance over time in math: Our African-American students and economically disadvantaged students have made gains between 2003-2009.

B. Surveys

School wide survey (April 2009) - The school conducted a survey April 2009 to support three goals:

- a. to create a culture of literacy at the school;
- b. to create a culture of safety at the school;
- c. to determine priorities for arts education at the school.

Other venues for information sharing and input:

Monthly PTA meetings
Monthly African-American Families United at BAM meetings
Monthly School Governance Council meetings
Monthly Conversations with the Principal
Bi-monthly Building Effective Schools Together (BEST) Team meetings
Weekly principal/PTA joint newsletter

Two focus groups (May 2010) - follow up on 2009 Survey

C. Classroom Observations

In classrooms, the following practices and materials are evident:

MATH

1. math vocabulary walls
2. math models and problem-solving steps posted on the walls
3. number lines and number grids posted on the walls
4. K-3 calendar work
5. use of K-3 manipulatives to introduce and reinforce concepts
6. flexible math groupings
7. whole class, guided and independent practice

ENGLISH LANGUAGE ARTS

1. word walls and standards-based vocabulary charts: prefix, antonym, etc.
2. spelling vowel pattern charts, alphabet and blend charts
3. leveled books for small group instruction
4. novels and chapter books for literature group instruction
5. independent reading and read alouds
6. modeled and interactive writing on charts
7. Writers' Workshop and independent student writing folders
8. mentor texts for Writers' Workshop
9. Method for monitoring independent reading volume
10. Unit of study charts from Lucy Calkins units
11. organized classroom libraries with 400+ books
12. Reading comprehension (genre) Charts

SCHOOL CULTURE AND CLIMATE DATA

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

D. Student Work and School Documents

The school (individual teachers, grade level teams, literacy coaches, ULSS Team and BEST Team) look at student assessment data in math, reading, writing, and spelling, which are available three times per year. In 2009 the District implemented common assessments in math in Grades K-5 so there is now performance data to guide instruction in math. Our ULSS Team conducts case conferences several times per month to monitor student progress and support teachers in addressing needs. The BEST Team looks at discipline data.

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

See Section VI and Appendix B.

VI. Description of Barriers and Related School Goals

Barriers to school goals include:

1. Students receive a standards-based program in English Language Arts and Math, although the articulation across and between grade levels is inconsistent;
2. The instructional time for English Language Arts does not meet the requirements for Program Improvement schools;
3. The daily intervention requirement in English Language Arts (30 minutes K, 30-45, 30-45 minutes Grades 1-5) is inconsistent across and between grade levels;
4. Daily intervention requirement in math (15 minutes daily) is inconsistent across classrooms;
5. Data-driven collaboration and curriculum planning to address needs of students is inconsistent across grade levels;
6. There is an ongoing need for consistent and data-driven differentiation and intervention in the classroom (Tier 1);
7. Demand for intervention (Tier 2 and Tier 3) in math and reading may exceed available resources;
8. There is a need for a systematic English Language Learner program and daily English Language Development instruction for CELDT Levels 3-5;
9. The school has not yet fully addressed a perception of some stakeholders that students are not treated equitably;
10. Resources available to address the social-emotional needs of children and their families do not meet the demand;
11. There is a need for professional development in linguistically and culturally responsive instructional practices in order to meet the needs of all students;
12. Parent involvement varies within the school, and home/school communication is inconsistent.

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		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	203	226		64	73		58	56		14	22	
Growth API	803	829		926	915		634	674				
Base API	796	797		936	922		620	629				
Target	4	3		A	A		9	9				
Growth	7	32		-10	-7		14	45				
Met Target	Yes	Yes		Yes	Yes		Yes	Yes				

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	26	22		27	26		81	92		15	16	
Growth API							694	735				
Base API							689	688				
Target							6	6				
Growth							5	47				
Met Target							No	Yes				

VII. School and Student Performance Data (continued)

Table 2 – Title III Accountability (District Data)

PROFICIENCY LEVEL	AMAO 1- Annual Growth			AMAO 2 - Attaining English Proficiency		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Number of Annual Testers	962	995				
Percent with Prior Year Data	90.5%	88.5%				
Number in Cohort	871	881		450	450	
Number Met	511	532		182	200	
Percent Met	58.7%	60.4%		40.4%	44.4%	
NCLB Target	50.1%	51.6%		28.9%	30.6%	
Met Target	Yes	Yes		Yes	Yes	

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		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	95	99		99	98		89	100		100	100	
Number At or Above Proficient	109	144		51	60		11	17		6	17	
Percent At or Above Proficient	56.2	64.3		81.0	84.5		21.6	30.4		42.9	77.3	
AYP Target	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**
Met AYP Criteria	Yes	Yes		Yes	Yes		No	Yes		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	93	100		100	100		93	100		50	89	
Number At or Above Proficient	15	14		10	11		23	39		--	5	
Percent At or Above Proficient	57.7	63.6		37.0	42.3		30.7	42.4		--	35.7	
AYP Target	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**
Met AYP Criteria	--	--		--	--		No	Yes		--	--	

* = AYP Target for Elementary/Middle Schools (2007=24.4%), (2008=35.2%), (2009=46%), (2010=56.8%)

** = AYP Target for High Schools (2007=22.3%), (2008=33.4%), (2009=44.5%), (2010=55.6%)

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		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	97	100		100	100		92	100		100	100	
Number At or Above Proficient	133	145		57	63		20	17		8	15	
Percent At or Above Proficient	67.5	64.2		89.1	86.3		37.7	30.4		57.1	68.2	
AYP Target	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**
Met AYP Criteria	Yes	Yes		Yes	Yes		Yes	No		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	97	100		100	100		94	100		69	100	
Number At or Above Proficient	17	14		18	15		34	44		--	3	
Percent At or Above Proficient	65.4	63.6		66.7	57.7		44.7	47.8		--	18.8	
AYP Target	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**
Met AYP Criteria	--	--		--	--		Yes	Yes		--	--	

* = AYP Target for Elementary/Middle Schools (2007=26.5%), (2008=37%), (2009=47.5%), (2010=58%)

** = AYP Target for High Schools (2007=20.9%), (2008=32.2%), (2009=43.5%), (2010=54.8%)

VII. School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2008-09										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K									*****	***	1
1	1	14	3	43	2	29			1	14	7
2	2	18	5	45	2	18	2	18			11
3			1	17	2	33	3	50			6
4			3	75	1	25					4
5	1	20	3	60	1	20					5
Total	4	12	15	44	8	24	5	15	2	6	34

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: Continue to build and implement a K-5 comprehensive and aligned system of core curriculum, instruction, assessment and intervention.

Goal Statement:

Berkeley Arts Magnet will:

Improve and support the implementation and consistency of the academic program, specifically the English Language Arts and math curriculum including the use of common assessments, research-based interventions for students needing additional support, and English Language Development for English language learners.

Provide ongoing professional development;

Implement the District-adopted English Language Development Program K-5 for English learners;

Identify and implement academic supports or extended learning opportunities that supports students' classroom learning as well as the development of the whole child;

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.

Student groups and grade levels to participate in this goal:

All students (K-5)

English Language Learners (K-5)

Special needs students (K-5)

GATE students (K-5)

Transition students (Kindergartners and 5th)

At Risk students

Anticipated annual performance growth for each group:

All students will demonstrate improved academic achievement in the areas of reading, writing and mathematics. Students who are scoring below proficient must make more than one year's growth.

100% of all students (K-5) will achieve at least one year's growth.

100% of all students in each subgroup scoring Advanced or Proficient will maintain or improve their previous score.

90% of all students in each subgroup scoring below proficient will move up at least one level on the CST.

No 4th or 5th grade student at Berkeley Arts Magnet will score FBB or BB on the CST's.

Means of evaluating progress toward this goal:

Student progress will be measured using local assessments:

- DRA/QRI assessments
- CST Test release items
- BEAR spelling assessments
- District writing scores
- math chapter tests
- Trimester math assessments
- pre-and post- intervention assessments
- CELDT assessments

Students will be monitored through the Universal Learning Support System (ULSS):

- Snapshot Conferences
- Students Success Teams
- Response to Intervention (RtI)

Group data to be collected to measure academic gains:

Staff will use CST data, district assessments and classroom-based assessments to evaluate progress for each student (see above). All students will be monitored through case management team meetings beginning with snapshot meetings in September and ongoing ULSS/case management conferences. Teachers will meet regularly in grade level teams to review the reading data on the assessment wall. Interventions will include pre and post assessments.

Total Expenditures in this Goal: 106,750.00

Description of Specific Actions to Meet This Goal

Action #1:

Ensure that all students are provided high quality mathematics instruction using Everyday Math with fidelity;

- Use district math assessments to monitor student progress;
- Use EDM and district math assessments to conduct data-driven teacher collaboration and professional development;
- Use EDM assessment and district math assessment results to inform Response to Intervention and After School Intervention programs;

- Participate in ongoing training for K-5 math curriculum and instruction (all teachers K-5);
- Provide site-based math support to teachers with district-funded math teacher leader;
- Provide mandated instructional minutes for math instruction and add instructional time as necessary to support Everyday Math program:
 - Kindergarten: 50 minutes daily
 - 1st-3rd: 60 minutes daily (EDM requires 70-90 minutes daily)
 - 4th/5th: 60 minutes daily (EDM requires 70-90 minutes daily)

Start and Completion Date:

August 2010 - June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Math Teacher Leader									

Action #2:

Ensure that all students are provided high quality English Language Arts instruction using District-adopted programs with coaching for all teachers and a balanced literacy block that includes:

Dedicated literacy block

Instructional Minutes:

Kindergarten: minimum 60 minutes daily

1st - 3rd Grade: 120 minutes daily (45 minutes for writing and 75 minutes for reading)

4th - 5th Grade: 90 minutes daily (including 45 minutes for writing)

Curriculum:

Teacher College Reading and Writing Project Program

Lucy Calkins Reading Program

BEAR Spelling Program;

Guided Reading;

Guided Reading Plus;

English Language Development program (TBD)

Houghton Mifflin English Language Arts Program (supplemental)

Balanced Literacy Block:

READING

Read Aloud

Shared reading

Guided reading

Independent reading

Word study and spelling

Conferencing

WRITING (Writers' Workshop)

Modeled writing

Interactive writing

Independent writing

Conferencing

Start and Completion Date:

August 2010 - June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Literacy Teacher/Leader (.55 FTE)	15,000	15000				25,000			

Action #3:

Implement an English Language Development program K-5 for English Language Learners:

Ensure every English Language Learner (CELDT Level 1,2) receives 30 minutes of ELD daily on the appropriate CELDT level per year;
Ensure every English Language Learner (CELDT Level 3,4) receives Guide Reading Plus daily;
Engage District ELL coordinator and site literacy coach to develop school capacity to provide appropriate ELD instruction;
Implement a system to monitor the progress of every ELL student in English to ensure that each students is gaining at least one CELDT level per year;
Utilize District-adopted ELD curriculum (TBD);
Participate in District professional development and provide site level training to ensure all students receive required ELD content;
Use GLAD strategies in all classrooms;
Increase enrollment of English Language Learners in after-school programs.

Start and Completion Date:

August 2010 - June 2011

Action #4:

Extend learning of K-5 students with an after-school intervention program that supports grade level proficiency:

Implement literacy/math support/intervention for focus students with Berkeley BEARS, BAM All-Stars (LEARNS);
Extend this academic support/intervention to community after-school programs in which our focus students are enrolled;
Increase participation of students in afterschool programs, especially students performing below grade level;
Provide parent-teacher forums and workshops so that parents can help students more effectively at home.

Start and Completion Date:

August 2010 - June 2011

Action #5:

Provide 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.

Regular ULSS Team meetings;
Snapshot meetings;
Case conferences;
Implementation of Response to Intervention (RtI) 3-tiered/layered responses;
Professional development in differentiation and ULSS practice.

Use other funds (10,000 Scully Grant and 1,500 Berkeley Realtors Association grant to fund ULSS/intervention and intervention coordination).

Start and Completion Date:

August 2010 - June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Intervention + Coordination (.20 FTE)	10,500		0			2000			7,500
Snapshot Meetings	1,500					0			
ELD Interventions	3550					0			
Interventions (teacher hourly)			5000						4000
Snapshot Meetings/IEPs-SSTs	1500								

Action #6:

Support transitions for children from pre-K to kindergarten and 5th grade students to middle school.

Hold transition meetings for students entering kindergarten from pre-school for special education students;
Meet with Head Start program director before school begins;
Conduct "balanced beginnings" screenings for incoming kindergarten students to create balanced classes;
Set up early parent meetings for entering students who are struggling with school adjustment;
Hold transition meetings for 5th grade students (special education) entering middle school from 5th grade;
Complete placement cards for all 5th grade students;

Start and Completion Date:

August 2010 - September 2010

April 2010 - June 2010 (exiting 5th grade students)

Action #7:

Ensure that IEP's for Special education students list appropriate and measureable academic goals for students aligned with state standards.

Start and Completion Date:

August 2010 - June 2011

Action #8:

Acquire the appropriate instructional materials (BSEP) to support teaching and learning in all domains.

Use 2010 BSEP carry over funds for instructional materials and intervention materials (see below).

Start and Completion Date:

August 2010 - March 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Instructional Materials						0			10,000
Intervention Materials						1500			

Action #9

Structure instructional day for the required and recommended instructional minutes per content area (see below) and:

- a. Implement schedule to support regrouping for differentiation and intervention across grade levels (Leadership Team/Grade Level Teams/ULSS Team/Principal);
- b. Develop schedule to increase direct instruction by certificated staff (Leadership Team/ULSS Team/Principal).

KINDERGARTEN INSTRUCTIONAL MINUTES (260 minutes daily)**REQUIRED**

60 minutes daily English Language Arts (reading, writing)
30 minutes daily English Language Development and other English Language Arts interventions
50 minutes daily math, including interventions

FLEXIBLE

20 minutes daily PE (or 100 minutes per week)
20 minutes daily science (or 100 minutes per week)
20 minutes daily social studies (or 100 minutes per week)
30 minutes daily art/music/drama (or 150 minutes per week)
30 minutes daily garden/kitchen/nutrition/health/Universal Breakfast (1 X 45 minutes and 1 x 30 minutes each week plus 15 minutes daily)

GRADES 1, 2 and 3 INSTRUCTIONAL MINUTES (285 minutes daily)**REQUIRED**

120 minutes daily English Language Arts (ELA) (45 minutes for writing and 75 for reading, including reading in the content area)
30 minutes daily for English Language Development
60 minutes daily for math

FLEXIBLE

20 minutes daily PE (or 100 minutes per week)
18 minutes daily science, social studies (3 x 30 per week)
15 minutes daily art, music, drama (1 x 45 and 1 x 30 per week)
22 minutes daily garden/kitchen/nutrition/health/Universal Breakfast (1 x 50 each week & 12 daily)

GRADES 4 and 5 INSTRUCTIONAL MINUTES (305 minutes daily)**REQUIRED**

90 minutes daily English Language Arts (ELA)
30 minutes daily English Language Development
60 minutes daily math

FLEXIBLE

27 minutes daily science (3 x 45 per week)
18 minutes daily music (2 x 45 per week)
20 minutes daily PE (2 x 50 per week)
27 minutes daily social studies (3 x 45 per week)
9 minutes daily art/drama (1 x 45 per week)
24 minutes daily garden/kitchen/nutrition/health/Universal Breakfast

Start and Completion Date:

August 2010- September 2010 (scheduling)
August 2010 - June 2011 (implementation)

VIII. Planned Improvements in Student Performance (continued)

Goal #2: Strengthen the ability of school staff to educate a diverse student body.

Goal Statement:

Berkeley Arts Magnet will:

Develop an Equity Centered Professional Learning Community among staff;

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;

Identify successful models within the district and facilitate teachers learning from one another through an organized structure, for example, lesson study, walk-throughs, or action research;

Support all teachers in developing programs to personalize the learning environment for all students, specifically:

- a. School faculty will implement differentiated instruction and Universal Access strategies in the curriculum to support, engage and challenge the range of students in each class;
- b. After-School Program personnel (in partnership with PTA) will coordinate a program of after-school support and enrichment classes for students throughout the school year;
- c. Teachers who participate in GATE Certificate Training will present strategies and information to staff during meetings and collaboration;
- d. Supplemental curriculum materials that provide depth, complexity and challenge (exceeding the core standards-based curriculum) will be implemented in classrooms during the school day;
- e. Provide appropriate English Language Development instruction to English Language Learners;
- f. Regroup classes and students in flexible groupings as appropriate to support differentiation and interventions within the school day.

Provide a safe and inclusive school community with adequate adult supervision.

Student groups and grade levels to participate in this goal:

All students (K-5)

English Language Learners (K-5)

Special needs students (K-5)

GATE students (K-5)

Transition students (Kindergartners and 5th)

At Risk students

Anticipated annual performance growth for each group:

All students will demonstrate improved academic achievement in the areas of reading, writing and mathematics. Students who are scoring below proficient must make more than one year's growth.

100% of all students (K-5) will achieve at least one year's growth.

100% of all students in each subgroup scoring Advanced or Proficient will maintain or improve their previous score.

90% of all students in each subgroup scoring below proficient will move up at least one level on the CST.

No 4th or 5th grade student at Berkeley Arts Magnet will score FBB or BB on the CST's.

Students with Special Needs and English Language Learners will demonstrate growth of at least one level on CST or CELDT during the school year.

GATE students will demonstrate growth as measured by an in-depth study in a chosen area, and/or accelerated learning beyond grade level standards.

Student engagement and achievement of learning goals will be evident for identified students: GATE, ELL, Special Education, Title I, students who do not match the cultural identity of the teacher/peers.

Means of evaluating progress toward this goal:

Student achievement on local measures (reading, spelling, writing, math) and CST (Grades 2-5);
ULSS referral process;
Classroom observations;
Discipline referrals and suspension data;
Recognition assemblies, bulletin boards, leadership roles and peer mentoring among students;

Agendas/activities at collaboration/staff meeting time.

Group data to be collected to measure academic gains:

ULSS referrals and case management records;
Evidence of positive behavior and student recognition for meeting expectations in school;
Discipline referrals and suspensions;
Parent and staff evaluation (survey, focus groups) Spring 2010;
District assessments and CST data (Spring 2010);
CELDT.

Total Expenditures in this Goal: 2,000.00

Description of Specific Actions to Meet This Goal

Action #1:

Teachers will conduct data-driven and results-based collaboration.

Berkeley Office of Evaluation and Assessment will guide/direct use of data by staff and ULSS Team to inform instruction, monitor student progress, and set measurable goals for student achievement;
Leadership Team will plan collaboration/professional development;
Teachers will model and share successful differentiation strategies during collaboration.

Start and Completion Date:

August 2010 - June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
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Action #2:

Implement District-adopted program for positive behavior support (BEST) with coaching from Berkeley Public Health representative

Staff will participate in professional development for culturally responsive teaching strategies, such as Sharroky Hollie, and other practices as identified by the District.

Staff who participate in trainings and professional development will share strategies at the site.

Principal will conduct focus groups, and work with African-American Families United@ BAM, to develop equity-centered practices at the school.

Start and Completion Date:

August 2010 - June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
BEST Teacher hourly/collaboration (BEST_						1,500			500

Action #3:

Staff and parent community will use data from Spring 2009 survey to inform work to create positive climate and develop equity-centered practices at the school.

Start and Completion Date:

August 2010 - June 2011

Action #4:

Provide professional development for, and implementation of, two district programs for a safe and inclusive school community within the context of Positive Behavior Supports and culturally and linguistically responsive teaching:

Second Step (anti-bullying / anti-violence curriculum)

Welcoming Schools (non-bias curriculum)

Start and Completion Date:

September 2010 - May 2011

	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Total Expenditures in Goal 1:						1,500.00			500.00

VIII. Planned Improvements in Student Performance (continued)

Goal #3: Partner meaningfully with parents.

Goal Statement:

Berkeley Arts Magnet will:

Provide parent forums and educational events on topics identified as critical by diverse parent groups, in formats that honor the cultures and languages of the participants;
Partner with parent groups, parent involvement staff and district departments in our efforts to strengthen parent-school relationships;
Provide direct support to parents/guardians at our school;
Improve parent understanding of grade level standards, assessment tools, and ways to support children academically at home;
Improve home/school communication about academic program at the school;
Develop consistent school procedures to support students and families in the areas of:

- a. homework
- b. reading at home
- c. home/school communication

Identify issues that impede family/caregiver academic support for students at home and address them through outreach, parent education, use of afterschool programs, other as identified.

Student groups and grade levels to participate in this goal:

All students (K-5)
English Language Learners (K-5)
Special needs students (K-5)
GATE students (K-5)
Transition students (Kindergartners and 5th)
At Risk students (K-5)

Anticipated annual performance growth for each group:

One year of academic growth for all students.

Means of evaluating progress toward this goal:

100% participation in fall parent/teacher conferences;
100% participation in school-initiated meetings (IEP's, parent-teacher conferences, SST's, student performances and special activities, etc.);
100% family use of home/school communication folder(s);
100% students reading at home 20-30 minutes per day with appropriately leveled-texts;
95% attendance September-June;

Group data to be collected to measure academic gains:

Parent-teacher conference participation reports by teacher;
Attendance data;
Reading data as monitored by teacher;
Return of home/school communication logs as monitored by teacher;
ULSS, parent-teacher, other, documentation of meetings.

Total Expenditures in this Goal: 1,500.00

Description of Specific Actions to Meet This Goal

Action #1:

Provide translation services for parent-teacher conferences, SST's, school communications as needed.
 Provide food/childcare/translation for meetings/celebrations/events at school (Back-to-School Night, African-American Families United@ BAM, Latino or English Language Learners meetings).
 Provide parent workshops and/or trainings to support parents at home to understand academic program at the school.
 Support BEARS-sponsored family literacy workshop(s).

Start and Completion Date:

August 2010 - June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Parent Involvement	0								
Home/School Communication and outreach			1500						

Action #2:

Staff will identify common homework policy and common at-home reading program; School will provide appropriate texts for at-home reading to support reading 20-30 minutes daily at home. Staff will identify and implement common home-school communication folder and practice.

Start and Completion Date:

August 2010 - June 2011

Action #3:

Mental Health services provider will conduct outreach to families and identify additional ways to support families, family-school connection.

Start and Completion Date:

August 2010- June 2011

Action #4:

Staff will support PTA, African-American Families United@BAM to identify ways to improve parent participation and to guide school's communication, and to identify what families require from school to support children's academic success.

School staff will support parent-education events and workshops.

School Governance Council will review Spring 2009 survey and conduct focus groups (Spring 2010) to identify ways to make school community more inclusive and address ways to support literacy at home.

Start and Completion Date:

August 2010 - June 2011

Action #5:

Teachers will send weekly or bi-weekly newsletters to families explaining academic and classroom program.

Start and Completion Date:

August 2010-June 2011

	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Total Expenditures in Goal 1:			1,500.00						

VIII. Planned Improvements in Student Performance (continued)

Goal #4: Improve student achievement by development and support of the whole child.

Goal Statement:

Berkeley Arts Magnet will enhance the experience of the whole child by providing an enriched and engaging environment that is safe and supportive for all children, specifically:

Provide learning experiences to all students that encourage life-long habits of health and well-being;
Provide learning experiences to all students that focus on their artistic and creative development; and
Recognize all students school-wide for accomplishments in arts, academics and social areas.

The school will also address barriers to learning that originate outside the school setting and will:

Provide social and emotional support to students and families;
Implement procedures to support families with outside referrals and resources;
Review and monitor student health, attendance, and other needs.

Student groups and grade levels to participate in this goal:

All students (K-5)
English Language Learners (K-5)
Special needs students (K-5)
GATE students (K-5)
Transition students (Kindergartners and 5th)
At Risk students (K-5)

Anticipated annual performance growth for each group:

One year of growth in the arts.
Students will meet appropriate 5th grade physical fitness goals as set by the state assessment standard(s).
Students will experience academic and social success within school community with appropriate social-emotional and health supports (as needed) (e.g., fewer office referrals, suspensions, range of skills to cope with conflict and frustration, etc.).
95% attendance rate for whole school.

Means of evaluating progress toward this goal:

Arts assessments by teachers and instructional specialists;
Students in-class appropriately for entire school day;
Autonomous student resolution of minor conflicts.

Group data to be collected to measure academic gains:

Student work, assessments (report cards), and performances;
Office referrals and ULSS case management data;
Attendance data;
Physical Fitness report (Grade 5 only);
End-of-year report by Bay Area Children First (mental health provider);
Number of students participating in lunchtime games/sports;
Number of students resolving minor conflicts independently.

Total Expenditures in this Goal: 120,750.00

Description of Specific Actions to Meet This Goal

Action #1:

All 5th grade students will receive puberty education through Planned Parenthood Golden Gate or other provider.

Start and Completion Date:

Spring 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Planned Parenthood						0			

Action #2:

Provide arts education in the classroom, in special classes, and in the after-school program(s):

Provide more arts education for students through afterschool programs and extended day;
 Partner with community arts providers to diversify and broaden arts experiences for students;
 Provide interdisciplinary and integrated arts education for students;
 Provide arts specialists to support arts learning in the classroom and in special classes;
 Provide professional development for classroom teachers in arts instruction (ALAS Grant Money 8,000); and
 Provide performance and other presentation opportunities for students in the arts.

Specialists and schedule (TBD) - total allocation 78,300

Dance (.48 FTE - Classified) - 29,000

Visual Arts (community partnership and professional development provider TBD) - 30,000

Percussion (.14FTE - Classified) - 8,300

Music (.08 FTE - Certificated) (Kindergarten) - 8,000

Music (1st - 5th) - GF/Release Time (no cost to site)

Materials - 1,500

Arts Performances (hourly) - 1,500

Start and Completion Date:

August 2010 - June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Dance Teacher (.48 FTE)						0		29,000	
Other Arts TBD						30,000		0	
Arts professional development						0		0	8000
Orff Music Teacher (.08 FTE)						2,000			6000
Arts materials/performances						1750		500	

Action #3:

Provide physical education support (classroom-based) and sports program at lunch under contract.
 Increase adult supervision on the yard to supervise and help students learn and practice habits of "Be safe, be responsible, be respectful." (use BSEP 2010 carry over funds for extra noon supervision)
 YMCA to provide training and coordination for noon supervisors.
 Acquire walkie talkies for yard/staff communication.

Start and Completion Date:

September 2010 - June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
YMCA Contract								18,000	
Addtl Noon Supervisors						0		2000	2000
Sports Equipment								500	
walkie talkies								0	

Action #4:

Provide mental health services to students and families, and support staff in addressing these needs in the school context, per the protocols of the ULSS Strategic Plan for mental health services.

Engage Bay Area Children First as the school provider (apply 5,000 city grant to supplement BSEP funding for this position);
 Support teachers to develop positive social-emotional and behavior management practices in the classroom and at school;
 Provide coaching to staff to effectively and positively address problem behaviors in the classroom/school context;
 Work with YMCA to train and support noon supervision;
 Provide social support to students as appropriate.

Start and Completion Date:

August 2010 - June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Bay Area Children First						16,000			5,000

Action #5:

Provide support to students and families for physical and emotional health issues that interfere with learning.

ULSS Team will:

Closely monitor attendance records to ensure that students are arriving on time daily and make appropriate referrals (SART, SARB);
 Follow up on hearing and vision screening, and make additional referrals as necessary;
 Connect families to other resources (medi-cal, housing, Berkeley Public Health, etc.) as appropriate;
 Connect families to BUSD resources (Office of Integrated Services); and
 Include Berkeley Public Health in monthly ULSS meetings, and support health management for families.

Start and Completion Date:

	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Total Expenditures in Goal 1:						49,750.00		50,000.00	21,000.00

VIII. Planned Improvements in Student Performance (continued)

Goal #5: Update and improve the school's technology capability.

Goal Statement:

Berkeley Arts Magnet will -

Upgrade hardware and software capability to support effective use of the District's Datawise and PowerSchool systems by all staff members in all classrooms and offices;
Use Datawise and PowerSchool to monitor student progress and manage interventions (ULSS);
Use teacher-leaders to teach others to use instructional technology in the classroom;
Use technology to support "making learning visible" practices at the school (e.g., visual documentation of learning in arts and academics);
Use technology to support interventions (e.g., Odyssey Learning through after-school programs);
Develop baseline computer experiences for students (e.g., science/technology usage, library usage, other);

Student groups and grade levels to participate in this goal:

All students K-5.

Anticipated annual performance growth for each group:

Not applicable.

Means of evaluating progress toward this goal:

Progress on implementing needs assessment (staff survey 2009);
Use of PowerSchool and Datawise by staff.
Visual and other electronic documentation (video, recordings) of student learning.
Student work using technology.

Group data to be collected to measure academic gains:

See needs assessment (survey) by staff.
See Means of Evaluating Progress.

Total Expenditures in this Goal: 1,000.00

Description of Specific Actions to Meet This Goal

Action #1:

Conduct needs assessment and allocate district and site resources to meet hardware and software needs in collaboration with BUSD Technology Dept. and Berkeley Office of Evaluation and Assessment.

Start and Completion Date:

Staff survey (needs assessment) - Spring 2010
August 2010-June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Technology software and hardware						1,000			

Action #2:

Staff will use DataWise to pull customized and appropriate reports to support collaboration, to monitor student progress, to support differentiation and intervention(s).

Start and Completion Date:

August 2010 - June 2011

Action #3:

Staff will use PowerSchool as directed by school administration.

Start and Completion Date:

August 2010 - June 2011

Action #4:

School interventions will include use of standards-based and adopted technology intervention programs.

Start and Completion Date:

August 2010 - June 2011

	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Total Expenditures in Goal 1:						1,000.00			

Appendix A - Program Summary: Berkeley Arts Magnet at Whittier

Goal 1	
Continue to build and implement a K-5 comprehensive and aligned system of core curriculum, instruction, assessment and intervention.	
Title I	35,250.00
EIA-LEP	15,000.00
EIA-SCE	5,000.00
SLIP	
GATE	
BSEP	28,500.00
ELAP	
PTA	
Other	23,000.00
Total	106,750.00

Goal 2	
Strengthen the ability of school staff to educate a diverse student body.	
Title I	
EIA-LEP	
EIA-SCE	
SLIP	
GATE	
BSEP	1,500.00
ELAP	
PTA	
Other	500.00
Total	2,000.00

Goal 3	
Partner meaningfully with parents.	
Title I	
EIA-LEP	
EIA-SCE	1,500.00
SLIP	
GATE	
BSEP	
ELAP	
PTA	
Other	
Total	1,500.00

Goal 4	
Improve student achievement by development and support of the whole child.	
Title I	
EIA-LEP	
EIA-SCE	
SLIP	
GATE	
BSEP	49,750.00
ELAP	
PTA	50,000.00
Other	21,000.00
Total	120,750.00

Goal 5	
Update and improve the school's technology capability.	
Title I	
EIA-LEP	
EIA-SCE	
SLIP	
GATE	
BSEP	1,000.00
ELAP	
PTA	
Other	
Total	1,000.00

Total Expenditures	
Title I	35,250.00
EIA-LEP	15,000.00
EIA-SCE	6,500.00
SLIP	
GATE	
BSEP	80,750.00
ELAP	
PTA	50,000.00
Other	44,500.00
Total	232,000.00

Total Allocation*	
Title I	31,018
EIA-LEP	15,638
EIA-SCE	8,567
SLIP	0
GATE	0
BSEP	82,992
ELAP	0
PTA	50,000
Other	46,500
Total	234,715.00

Funds to Allocate	
Title I	-4,232.00
EIA-LEP	638.00
EIA-SCE	2,067.00
SLIP	
GATE	
BSEP	2,242.00
ELAP	
PTA	
Other	2,000.00
Total	2,715.00

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

Appendix B - Preliminary Site Budget Allocations

Berkeley Unified School District
Office of Educational Services
Preliminary Site Budget Allocations
FY 2010 - 2011

#	LOC	SCHOOL SITES	FY 2009-10 CBEDS Enrollment	(A) BSEP/Measure A FD 04, RS 0852 228/ Pupil	(B)		(C)	(D)	(E)	(F)	(G=A+B+C+D+E+F) Total Preliminary 2010-11 Allocations (3/12/2010)
					Title I, Part A (Basic)		Title I, A (Stimulus)	EIA Funds			
					Basic Apport. RS 3010	Parent Involve. RS 3010	New Allocation RS 3011	ELL RS 7091	SCE RS 7090		
1	112	Cragmont	418	95,304	22,164	439	8,250	23,324	9,147	158,628	
2	113	Emerson	314	71,592	23,747	470	8,839	17,493	8,157	130,298	
3	116	Jefferson	283	64,524	15,975	316	5,946	11,662	6,006	104,429	
4	118	LeConte	317	72,276	22,554	518	9,750	28,625	11,613	145,336	
5	126	Malcolm X	411	93,708	30,367	601	11,304	15,904	9,740	161,624	
6	128	John Muir	231	52,668	17,271	342	6,429	11,927	6,187	94,824	
7	119	Oxford	294	67,032	17,414	345	6,482	12,987	5,957	110,217	
8	124	Rosa Parks	422	96,216	24,041	553	10,393	35,252	13,582	180,037	
9	120	Thousand Oaks	443	101,004	26,891	618	11,625	36,047	12,422	188,607	
10	121	Washington	342	77,976	23,747	470	8,839	21,999	9,280	142,311	
11	123	Arts Magnet	364	82,992	21,314	490	9,214	15,638	8,567	138,215	
11		Total K-5 Schools	3,839	875,292	245,485	5,162	97,071	230,858	100,658	1,554,526	
1	132	King	931	212,268	51,799	1,191	22,394	34,457	21,787	343,896	
2	127	Longfellow	422	96,216	29,121	669	12,589	12,457	10,948	162,000	
3	131	Willard	479	109,212	33,211	763	14,357	11,397	12,495	181,435	
3		Total 6-8 Schools	1,832	417,696	114,131	2,623	49,340	58,311	45,230	687,331	
1	137	BHS	3,337	726,636	---	---	---	67,588	49,689	843,913	
2	136	B-Tech*	137	34,200	8,303	191	3,589	3,181	5,691	55,155	
3	135	Ind. Study**	-	34,200	-	-	-	-	-	34,200	
3		Total 9-12 Schools	3,474	795,036	8,303	191	3,589	70,769	55,380	933,268	

#	LOC	SCHOOL SITES	FY 2009-10 CBEDS Enrollment	(A)	(B)	(C)	(D)	(E)	(F)	(G=A+B+C+D+E+F)
				BSEP/Measure A FD 04, RS 0852 228/ Pupil	Title I, Part A (Basic)		Title I, A (Stimulus)	EIA Funds		Total Preliminary 2010-11 Allocations (3/12/2010)
					Basic Apport. RS 3010	Parent Involve. RS 3010	New Allocation RS 3011	ELL RS 7091	SCE RS 7090	
1	262	Early Childhood***		86,640	7,219	---	---	---	---	93,859
1		Total Pre-k	-	86,640	7,219	---	---	---	---	93,859
18		TOTAL DISTRICT	9,145	2,174,664	375,138	7,976	150,000	359,938	201,268	3,268,984

Notes for BSEP Funding:

* B-Tech receives funding for 150 students.

** 150 students included in BHS number.

*** Early Childhood receives funding for 380 students.

Appendix C - 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)
Not meeting performance goal (Program Improvement Year 4)

On state assessments (CST -2009):

Math - exceeded performance goal for all subgroups except African-American students
English Language Arts - met performance goals for all subgroups.

Local assessments (Fall/Winter/Spring) in spelling, writing, reading and math guide instruction and interventions.

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

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

ULSS Team uses snapshot meetings, academic data, and universal referral process to support interventions.

Student progress in reading and writing is tracked on assessment wall.

Leadership Team is supporting data-driven collaboration protocols, and will continue to build capacity in school year 2011. Literacy Coach and Berkeley Evaluation and Assessment Office will assist site to strengthen regular sharing and use of data to monitor student progress and support differentiation.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)
Meeting Performance Goal. All staff are credentialed.
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
Goal in progress. The principal has participated in the first module on curriculum and instruction and use of data. Due to the uncertainty of funding she has not attended the other two modules.
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)
Meeting performance goal.

All teachers and principal participated in SB 472 math training in Everyday Math (2009).

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
Meeting performance goal. All site-based and district-wide staff development is aligned with grade level content standards and addresses the professional needs of teachers to raise student performance.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
Meeting performance goal but not consistently in all classrooms. Site literacy coaches and district math coaches/math teacher-leader are working with targeted grade levels and/or individual teachers. In 2011, all teachers will have literacy coaching.
8. Teacher collaboration by grade level (EPC)
Exceeding performance goals. Teachers have designated staff meeting time to collaborate, usually one hour per week. Sometimes the collaboration time is for grade level planning and sometimes it is used for district-led work regarding district math and English Language Arts curriculum.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
Inconsistent meeting of performance goal. Staff are implementing the district-adopted spelling and writing programs. Science, social studies and math have slightly more variance across classrooms.
10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)
Meeting performance goal in math, inconsistent in English Language Arts. Teachers have been instructed to spend 90 minutes daily on language arts and 60 minutes on math, and they generally adhere to this requirement. Daily schedules may not provide daily ELD instruction or intervention time. By restructuring the arts program, 4th and 5th grades have increased instructional time by 90 minutes since 2008.
11. Lesson pacing schedule (EPC)
Meeting performance goal. The District has provided a pacing guide for math and writing, and the teachers have been held accountable through periodic local assessments aligned with the pacing guide.
12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)
Meeting performance goal. All students have the required texts in the subject areas.
13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)
Meeting performance goal. All teachers are using the adopted texts in each subject area: Scott Foresman social studies, FOSS science, Everyday Math, and a composite program for language arts including BEAR spelling, Teachers' College Reading and Writing programs (2011). The school used an ELD program (Carousel of Ideas) for ELL students (Levels 1/2) in 2009-2010. The school piloted a standards-aligned math intervention program (PinPoint Math) in 2010.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)
Goal in progress. The school provides many resources to underperforming students within the regular program including Reading Recovery, small reading groups with literacy coaches/interventionists, small group push-in and pull-out services with education specialists, and extra math support. Five teachers offered before and after school interventions for focus students February-May 2010.
15. Research-based educational practices to raise student achievement at this school (NCLB)
Meeting performance goal. The principal in coordination with the literacy and math coaches ensure that all teachers are using best practices to raise student achievement.
16. Opportunities for increased learning time (Title I SWP and PI requirement)
Meeting performance goal (for students who can access programs). BAM offers two on-site afterschool programs that include homework help and other academic support.

Not all of our underperforming students can or do take advantage of these programs.
17. Transition from preschool to kindergarten (Title I SWP)
Goal in progress. Students with IEP's have transition meetings so that staff is prepared to meet the students' needs once enrolled at the school. Improving communication and information exchange between the school and Head Start and BUSD preschools is a goal for 2011.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)
Goal in progress. The school has offered many resources to underperforming students and families:

counseling and in class social groups/interventions to promote positive behavior;
partnership with Berkeley Public Health to support health management for families and school;
family support referrals, and parent workshops;
parent volunteers for reading support;
in-school interventions for reading and math;
in-class supports with education specialists;
small group instruction/support in Learning Center; and
before and after school interventions.
19. Strategies to increase parental involvement (Title I SWP)
Goal in progress. The school and parent leadership (African-American Families United@BAM, PTA, SGC) are working together to improve school climate to make all families feel welcome and to bring all families into a working partnership with the school. The 2009 spring survey was designed to elicit family input about their experience in the school, and to then guide next steps for creating an equity-based welcoming school. Parent focus groups in Spring 2010 will develop more information to support increased and effective reading for our students at home and school.
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)
Not meeting performance goal. The school needs consistent representation at DELAC and DAC. The school represented at GATE meetings. At the site-level, PTA and African-American Families United@ BAM are involved with SGC in planning and implementation of the site plan.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)
Exceeding performance goal. SGC allocated categorical funds for before and after school interventions, ELD instruction during the school day, Rtl support and literacy coaching for teachers to improve instruction. The school has also obtained grants to support teacher interventions after school.
22. Fiscal support (EPC)
Not meeting performance goal. The school is underfunded and struggles to provide all necessary programs and purchase all needed materials.

Appendix D - 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:

Student Responsibilities:

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

- Come to school ready to learn and work hard.
- Always do my best socially and academically.
- Be cooperative with peers and staff.
- Respect the school, classmates, staff and families.
- Communicate regularly with families and staff members when I need assistance or wish to discuss my school experiences in order to be successful at school.
- Work out conflicts in a positive, nonviolent manner.
- Be responsible for my own behavior in the classroom and on school grounds.
- Complete assignments and return homework on time to my teacher.
- Make a commitment to read and to study after school every day.
- Be a positive and active citizen of Berkeley Arts Magnet.

Parents Pledge:

Parent/Guardian Responsibilities:

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

- Ensure that my child attends school every day, gets adequate sleep, regular medical attention, and proper nutrition.
- Set high expectations for your child socially and academically.
- Communicate the value and importance of education and learning in society (citizenship).
- Provide a quiet place and time for my child to do their assignments.
- Read to or encourage my child to read every day.
- Communicate with the teacher or the school when I have a concern.
- Attend Back to School Night, Parent-Teacher Conferences, Open House and other school events as much as possible.
- Support and respect the school district's homework, discipline and attendance policies.
- Respect the school, staff, students, and families.

Staff Pledge:

Staff Responsibilities:

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 level.
- Have high expectations for students, other staff members, and ourselves.
- Model the philosophy of lifelong learning through on-going professional development and training.
- Provide a warm, staff, and caring learning environment.
- Help children resolve conflicts in positive, nonviolent ways.
- Regularly 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.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make school accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the cultural differences of students and their families.