Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

To ensure that all students receive the complete standards-based

*inadequate resources or strategies to encourage active participation of all parents
*language barriers which impede the school's outreach to Englishou -1 294.46398926 11.25599957 T

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	13.79%	13.11%	14.13%	76	73	78
Asian	5.26%	5.75%	4.53%			

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All

Listening Demonstrating effective communication skills	
	% Above

Written

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Well Developed	

School and Student Performance Data

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest
Performance

2019 Fall Dashboard

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

School and

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

Amount(s)	Source(s)
25,919	

Resource Specialist will collaborate with general education teachers to provide differentiated instruction to students w/ IEP's to maximize access to general education curriculum
Develop, use, monitor, and evaluate behavioral support plans for students who need them.
Hold bi-monthly reflection meetings to evaluate student progress and RTI (response to interventions) and inclusion strategies.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
Students participating in LEARNS and BEARS

Strategy/Activity
Make maximum use of the opportunities for extended learning time during the school's afterschool programs, summer and breaks:

Coordination:
Improve communication with after school programs through recruitment of LEARNS and BEARS Teacher Liaisons, providing staff development and homework support, provide staff to cover LEARNS IT's while they attend MX LEARNS monthly staff meetings
Use snapshot data to determine priorities for referral to BEARS and LEARNS afterschool classes and summer program.

Intervention:
Small group tutoring after school with credentialed teachers and Instructional Assistants, connected to school day learning (Project Connect, Reading Recovery. math intervention and LLI groups)
One-on-one tutoring with Cal Berkeley students through the BUILD tutor program

Materials:
Computer lab and literacy based software (such as Raz-Kids, Khan Academy) available to identified students in Project Connect, in class, and after school.
Literacy Team and classroom teacher will use grant funding from BPSF to provide high interest new books selected by below grade level students with limited access to books at home to read over the summer. Based on research study by Richard Allington.

Extended Learning:
Continue school's focus on at-home reading through