

# The Single Plan for Student Achievement

## Jefferson Elementary School

School Name

01-61143-6090252

CDS Code

Date of this revision: April 21, 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.  
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Berkeley, CA 94702  
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The District Governing Board approved this revision of the School Plan on 4-21-14.

**I. Consolidated School Plan for Educating The Whole Child**

School Name: Jefferson Elementary School	School Year: 2013-2014
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**Summary of School Goals:**

- Continue to build and implement a comprehensive and aligned system of core curriculum, instruction, assessment and intervention
  
- Strengthen the ability of staff to teach a diverse student body
  
- Create meaningful partnerships with all parents and guardians
  
- Enhance the development of the whole child by providing an enriched and engaging environment that is safe and supportive for all children.

Site Committee Representatives:	
Parents/Community	Staff
(Chair): Erin Branaghan <i>Erin Branaghan</i>	(Principal): Maggie Riddle <i>M. Riddle</i>
(Co-Chair, if applicable): Terry Pastika	(Teacher): Rick Kleine
Peter Ross	(Teacher): Barbara Wenger
Mara Mahmoud	(Teacher): Kathleen Gragera
Shauna Rabinowitz	(Classified): Adoria Williams
	(Teacher) Jacqueline Murillo

Signatures required for the following:

BSEP Planning & Oversight Committee Representative: \_\_\_\_\_

DEAC 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:

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 5-5-14.

Maggie Riddle	<i>M. Riddle</i>	4-21-14
Principal	Signature	Date
Erin Branaghan	<i>Erin Branaghan</i>	5/30/14
School Governance Council Chair	Signature	Date
Christina Faulkner	<i>Christina Faulkner</i>	6/16/14
Director, Curriculum & Instruction	Signature	Date
Natasha Beery	<i>NB</i>	6/16/14
Director, Berkeley Schools Excellence Program	Signature	Date
Neil Smith	<i>Neil Smith</i>	6/16/14
Assistant Superintendent, Educational Services	Signature	Date

## IV. School Profile

### SCHOOL PROFILE

Jefferson is a K-5 school located in the Berkeley Unified School District. The current building was erected in 1952. A new office complex was opened during the 2013-2014 school year. A new classroom building, housing 4 classrooms, will be completed for the 2014-2015 school year.

Comprehensive instruction in the areas of language arts, mathematics, science, visual and performing arts, social studies, and physical education is provided to 324 students. Jefferson's student population will increase to 405 students for the 2014-2015 school year.

Jefferson's students reflect the academic, socioeconomic, racial, cultural, and linguistic diversity of Berkeley. The ethnic composition of the school is as follows:

#### Ethnic Distribution

2010	2011	2012	2013
African American	21%	16%	17%
Asian/Pacific Islander	11%	9.9%	10%
Hispanic/Latino	20%	16.2%	19%
Filipino	1%	0%	.06%
White (not Hispanic)	31%	36%	39.7%
Other/Declined to state	8%	3%	0%
Two or more Races	13.6%	13%	16%

Thirty nine percent of Jefferson's students qualify for free or reduced lunch. A total of seventeen languages other than English are spoken in the homes of Jefferson's students. Currently, 13% of the students receive services through the school's English Language Development Program. Eleven percent of the students receive special education services. The regular school staff consists of eighteen TK- through 5th grade classroom teachers, two custodians, one secretary, and one principal. All teachers are fully credentialed and teaching in their authorized subject areas. The support staff includes: literacy intervention teacher, English Language Development teacher, RTI teacher/coordinator, science teacher, four music teachers, five noon supervisors, and a library media technician. A psychologist, a speech and language therapist, two resource teachers, four Special Education instructional assistants, and an occupational therapist provide special education support. County and/or community personnel provide vision, dental, and hearing screening to students and communicable disease health education support to staff and parents and guardians.

Jefferson School provides a challenging academic program that is child-centered and closely connected to students' daily lives. We emphasize both skills and processes in a developmentally appropriate curriculum. All students have equal access to the core curriculum and student

Student progress is carefully monitored throughout the year. The principal and faculty continually strive to keep abreast of current educational trends, instructional techniques and curricular advancements to provide continual and effective growth in student achievement.

While academic success is our primary focus, we also understand the importance of educating and nurturing the whole child. At Jefferson, we recognize that a child's positive self-image is essential to school success. Thus, we provide opportunities for every child to be successful. Student achievement goals are high, but within reach. Students experience a stimulating and supportive learning environment that encourages individual achievement, collaborative problem solving, and respect. A wide range of learning styles and modes of expression are recognized and supported.

Our program also helps students learn to appreciate themselves and others. Thus, school activities incorporate and celebrate the cultural, ethnic, and linguistic diversity of the families in our community. Students are encouraged to participate in community programs that allow them to demonstrate their skills and talents as well as to provide a service to the community.

Jefferson is a welcoming school. Recognizing that parent involvement is crucial to a child's academic and social success, home-school connections are valued. The principal and staff emphasize strong two-way communication. Parents and

guardians are encouraged to be involved in the everyday activities of the school. Parents and guardians can participate by: 1) volunteering (in classrooms, serving as field trip chaperones), 2) assisting with PTA projects and school fund raising efforts, or 3) becoming involved in the decision-making process. Parents and guardians serve on a variety of site governing committees (School Site Council and the BSEP, English Language Advisory Council, and School Advisory Committees). Parents/guardians also serve on the Black Families Group Committee, Garden Committee, Project Color Art Committee, Science Committee, Grants Committee, JefferSons and Daughters Families Support Committee and other school committees.

In addition to parent and guardian involvement, the home school connection is supported in a variety of other ways. Communication is enhanced through newsletters (principal's, PTA, classroom), school events (Back to School Night, Open House, parent education events, community forums), and PTA sponsored family activities (Black History Night, Art Night, Halloween Night, Culture Night). Parent/guardian conferences are held between the general education teachers and their students' parents and guardians during November. Throughout the school year, informal conferences take place between parents, guardians and the general education teachers to identify ways to foster childrens' success in the educational setting. Whenever possible, a translator is provided for parents and guardians who speak a language other than English. Jefferson School's School Governance council holds Community Meetings in order to involve our community and to foster parent/guardian engagement and cultural competency.

Every effort is made to ensure that Jefferson is a safe, secure school. Student behavior expectations are clear and enforced in a fair, consistent manner. Practices related to safety, student behavior, and management of the facility are consistent with state requirements for a safe school. A Comprehensive School Safety Plan is updated annually to address issues of safety. Safety procedures (bus monitors, safety drills, orderly movement throughout the building, crossing guards, and ID badges for visitors help provide a safe and orderly environment.

Program evaluation is the combined responsibility of the staff and school governing bodies. All stakeholders are given the opportunity to provide input. Annually, site governance bodies (School Site Council, School Advisory Council, English Learner Advisory Committee) review the school

## V. Comprehensive Needs Assessment Components

### A. Data Analysis (See Section IV)

#### ACADEMIC ACHIEVEMENT:

Jefferson remains out of Program Improvement due to the outstanding performance of their students.

1. State Accountability (API) (See Section VI, Table A): In 2012, Jefferson's Growth API was 917 far exceeding the state target of 800.

Jefferson has 2 statistically significant student populations and met the API Targets for both groups. They are: White and socioeconomically disadvantaged.

- Socioeconomically-disadvantaged students dropped 34 points but met the state target of 800 with a 831 API
- White students gained 3 points - 987 API

Other student populations that are not statistically significant that showed API gains / losses:

- Latino/Hispanic students (39 students) gained 26 points - 894 API
- English Language Learners (28 students) gained 51 points - 859 API
- African-American students (35 students) dropped 54 points - 794 API

2. Federal Accountability (AYP) (See Section VI Tables 3 and 4): In 2012, Jefferson met all Annual Measurement Objectives except for English Language Arts for Socio-Economically Disadvantaged students.

English Language Arts (Grades 2-5): Jefferson met the state target of 78.4% with a school wide proficiency of 80.6%.

#### Subgroup Gains:

Economically-disadvantaged students (total 81 students): 58% proficient (loss of 6%)

White students (total 78 students): 98.7% proficient (increase of 3%)

Performance over time in English Language Arts: Our African-American students and economically disadvantaged students have made gains of over 36 and 26 percentage points respectively between 2003-2012.

Math (Grades 2-5): Jefferson met the state target of 78.4% with a school wide proficiency of 87%.

#### Subgroup Gains:

Economically-disadvantaged students: 75.3% proficient (loss of 6%)

White students: 96.1% proficient (loss of 1%)

Performance over time in math: Our African-American students and economically disadvantaged students have made gains of 42 and 26 percentage points respectively between 2003-2012.

3. Jefferson only had 38 students in the Cohort and did not have a significant subgroup to meet the Annual Measurable Achievement Objectives (AMAO) for English Learners.

#### REDUCING BARRIERS TO ACHIEVE GOALS:

1. Jefferson reduced the percentage of students with 5 or more unexcused absences from 30% (10-11) to 15% (11-12)
2. Jefferson reduced the percentage of students with 10 or more absences from 27% (10-11) to 4% (11-12)
3. Jefferson reduced the percentage of African-American students identified for Special Education by 2% from 2010-2011
4. Jefferson reduced the percentage of African-American students being suspended by not suspending any African-American students in 2011-2012.

### B. Surveys

#### SURVEY

The school conducted a Parent Engagement survey in March 2013 to

- learn our community's concerns, needs and experiences regarding school culture, climate, home/school partnership and communications;
- learn our community's knowledge of school expectations; and
- learn our community's knowledge of our reading program.

The survey included questions to develop actions and strategies to address three goals:

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

Other venues for information sharing and input:

- Monthly PTA meetings
- Monthly School Governance Council meetings
- Staff Survey
- Bi-monthly Positive Behavior Supports (PBS) Team meetings
- Weekly principal/PTA joint newsletter
- African American Parents Group
- ELAC
- Informational Bulletin Boards at entrances and in main halls and office

### **C. Classroom Observations**

The principal frequently visits classrooms, providing staff with informal and ongoing feedback. The teaching staff is evaluated every other year through formal observations. The principal, literacy coaches, PBIS Team, and leadership team set staff development priorities based on the observations of all classrooms, District initiatives, and input from teachers. New teachers have the opportunity to visit classrooms at other schools through the BTSA program and literacy staff development provided by the district. All teachers have access to opportunities to visit colleagues and other schools to observe teaching practices.

In classrooms, the RtI practices and BUSD Best Practices are evident. Implementation of District-adopted curriculum and programs is evident: Everyday Math, TCRWP Reading and Writing workshop models, Welcoming Schools, Positive Behavior Intervention Supports, No Opt Out, Scott Foresman Social Studies, FOSS science, and Teacher's College Reading and Writing Project literacy.

#### **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, ELD teacher, Equity Teacher Leader, Math Teacher Leader, ULSS / RTI2 Team and PBIS Team) look at student assessment data in math, reading, writing, and spelling, which are available three times per year. Our RtI Team conducts case management conferences several times per month to monitor student progress and support teachers in addressing needs. The PBIS Team looks at

discipline issues, and has implemented data tracking systems in conjunction with the Berkeley Evaluation and Assessment Office.

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

See Section VI and Appendix B.

## **VI. Description of Barriers and Related School Goals**

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

The following conditions were identified as barriers to improvements in student achievement:

- lack of translation in languages spoken by English language learner families
- lack of staff hours to coordinate RTI
- the absence/tardy rate of under-performing students.
- student homelessness and transiency
- a lack of funding to support additional intervention programs and staff to teach intervention programs
- a lack of funding to hire substitute teachers to provide release time enabling teacher collaboration time.
- a lack of funding for increased counseling services.
- a lack of funding to provide transportation that sometimes impedes parental involvement and student access to after-school support activities.
- an insufficient supply of textbooks, dictionaries, and literature materials in the native language of ELL students.
- a lack of art/physical education programs to engage students through kinesthetic or visual and performing arts experiences.
- the absence of a staff person to provide ongoing outreach to parents and the community.

## 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	201	203		78	85		35	35		21	15	
Growth API	917	916		987	975		794	805		940	923	
Base API	918	918		984	987		848	794		937	940	
Target	A	A		A	A							
Growth	-1	-2		3	-12							
Met Target	Yes	Yes		Yes	Yes							

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	39	35		28	24		81	80		31	27	
Growth API	894	897		859	829		831	841		781	763	
Base API	868	896		808	859		865	833		810	781	
Target							A	A				
Growth							-34	8				
Met Target							Yes	Yes				

VII. School and Student Performance Data (continued)

**Table 2a - Title III Accountability (Jefferson Elementary School)**

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	29	33	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	29	33	
Number Met	--	14	
Percent Met	--	42.4%	
NCLB Target	56	57.5	
Met Target	*	No	

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	38	3	30	7		
Number Met	4	--	6	--		
Percent Met	10.5%	--	20.0%	--		
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	No	*	No	*		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the Site Level		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
<b>Mathematics</b>			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

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

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

**Table 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	100	98		99	99		100	98		100	100	
Number At or Above Proficient	162	159		77	82		19	16		17	11	
Percent At or Above Proficient	80.6	78.7		98.7	96.5		54.3	47.1		81.0	73.3	
<b>ES/MS</b>	<b>78.4</b>	<b>89.2</b>		<b>78.4</b>	<b>89.2</b>		<b>78.4</b>	<b>89.2</b>		<b>78.4</b>	<b>89.2</b>	
<b>HS</b>	<b>77.8</b>	<b>88.9</b>		<b>77.8</b>	<b>88.9</b>		<b>77.8</b>	<b>88.9</b>		<b>77.8</b>	<b>88.9</b>	
Met AYP Criteria	Yes	No		Yes	Yes		--	--		--	--	

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	100	98		100	96		100	97		100	93	
Number At or Above Proficient	28	26		20	12		47	47		18	13	
Percent At or Above Proficient	71.8	74.3		71.4	50.0		58.0	59.5		58.1	50.0	
<b>ES/MS</b>	<b>78.4</b>	<b>89.2</b>		<b>78.4</b>	<b>89.2</b>		<b>78.4</b>	<b>89.2</b>		<b>78.4</b>	<b>89.2</b>	
<b>HS</b>	<b>77.8</b>	<b>88.9</b>		<b>77.8</b>	<b>88.9</b>		<b>77.8</b>	<b>88.9</b>		<b>77.8</b>	<b>88.9</b>	
Met AYP Criteria	--	--		--	--		No	Yes		--	--	

**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	98		98	99		100	100		100	100	
Number At or Above Proficient	174	173		74	81		23	20		20	13	
Percent At or Above Proficient	87.0	85.6		96.1	95.3		65.7	57.1		95.2	86.7	
<b>ES/MS</b>	<b>79.0</b>	<b>89.5</b>		<b>79.0</b>	<b>89.5</b>		<b>79.0</b>	<b>89.5</b>		<b>79.0</b>	<b>89.5</b>	
<b>HS</b>	<b>77.4</b>	<b>88.7</b>		<b>77.4</b>	<b>88.7</b>		<b>77.4</b>	<b>88.7</b>		<b>77.4</b>	<b>88.7</b>	
Met AYP Criteria	Yes	No		Yes	Yes		--	--		--	--	

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	100	98		100	96		100	98		97	93	
Number At or Above Proficient	34	34		22	20		61	60		19	16	
Percent At or Above Proficient	87.2	97.1		78.6	83.3		75.3	75.0		63.3	61.5	
<b>ES/MS</b>	<b>79.0</b>	<b>89.5</b>		<b>79.0</b>	<b>89.5</b>		<b>79.0</b>	<b>89.5</b>		<b>79.0</b>	<b>89.5</b>	
<b>HS</b>	<b>77.4</b>	<b>88.7</b>		<b>77.4</b>	<b>88.7</b>		<b>77.4</b>	<b>88.7</b>		<b>77.4</b>	<b>88.7</b>	
Met AYP Criteria	--	--		--	--		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
	#	%	#	%	#	%	#	%	#	%	#
<b>1</b>			2	33	4	67					6
<b>2</b>					1	20	4	80			5
<b>3</b>			2	33	2	33	1	17	1	17	6
<b>4</b>			2	22	5	56	1	11	1	11	9
<b>5</b>			4	57	2	29			1	14	7
<b>Total</b>			10	30	14	42	6	18	3	9	33

Grade	California English Language Development Test (CELDT) Results for 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>1</b>	1	20	3	60	1	20					5
<b>2</b>			3	60	2	40					5
<b>3</b>					*****	***					*****
<b>4</b>	2	33	2	33	1	17			1	17	6
<b>5</b>	1	14	2	29	3	43	1	14			7
<b>Total</b>	4	15	10	38	10	38	1	4	1	4	26

## 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 Kindergarten through Fifth Graders

English Language Learners (EL)

Grades 2-5 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 / ULSS Snapshot Meetings

Professional Learning Community (PLC) Data Meetings

Other 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

End of unit assessments SOU

California English Language Development Test (CELDT)

Teacher College Reading and Writing Project Assessment (TCWRP)

Re-Designation (RFEP) Records

Total Expenditures in this Goal: \$117,125

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

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost	
<p>1. Jefferson staff and teachers will ensure implementation of a balanced high quality English Language Arts Program using district adopted programs and practices within a balanced literacy block.</p> <ul style="list-style-type: none"> <li>Teachers will continue to implement the Caulkins writing program and continue to implement the Columbia Teachers Reading Program with the support of the Literacy Coach and other support staff</li> <li>Staff will attend district led professional development on the Columbia model on site and as offered throughout the 2014-15 school year</li> <li>Literacy teacher will give ongoing training to personnel during staff meetings and will demonstrate model lessons in all classes.</li> <li>Using equity strategies teachers will track the achievement of focus students. Equity Strategies include: No Opt Out, Independent Reading and Pair/Share, Positive Esteem, Opt In</li> <li>All appropriate and necessary materials including leveled texts, literature circle materials, Zinke spelling materials, teacher resources, handwriting materials, listening centers, writing and illustrating materials, Quick Reads, and teacher instructional materials will be provided.</li> <li>Continue to institute Dedicated Literacy Block - Kindergarten- 3rd grades: 8:30- 11:00</li> </ul> <p>Full use of Instructional Minutes:            TK- Use of all Transitional Kindergarten BUSD adopted curriculum            Kindergarten: minimum 60 minutes daily            1st-3rd Grades: 120 minutes daily (45 minutes for writing and 75 minutes for reading)            4th-5th- 90 minutes daily (including 45 for writing)</p>	August 14-June 15	1102: Certificated – Monthly	Literacy Coach - 1.0 FTE, BSEP .25	BSEP	26,860
		4380: Other / Reserve	Personnel Variance	BSEP	2,200
		4300: Instructional Materials & Equipment	Instructional Materials Fund Additional BSEP funds from carryover as available	BSEP	2,500
		4300: Instructional Materials & Equipment	Instructional Materials to support the core curriculum.	PTA	4,000
<p>2. Jefferson teachers and staff will ensure that all K-5 students are provided high quality mathematics instruction by implementing "A Story of Units" math program</p>	August 14-June 15	2102: Classified – Monthly	Provide substitutes so teachers can observe grade level colleagues teaching SOU as funds become available.		

### Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<ul style="list-style-type: none"> <li>Use new district math assessments that are aligned to the Story of Units (STU) to monitor student progress.</li> <li>Use SOU and district math assessments for data- driven teacher collaboration and professional development.</li> <li>Use SOU and district math assessment results to inform Response to Intervention and After School Intervention programs.</li> <li>Participate in ongoing training for K-5 math curriculum and instruction (all teachers K-5)</li> <li>MTL to provide ongoing support for teachers and PD as needed at the site level.</li> <li>Participate in implementation and tracking of the Equity Rubric as a part of the professional learning community. Staff will track focus students and regularly report on student progress using a variety of assessment tools and measures.</li> </ul>				
<p>3. Implement an English Language Development Program for K-5 English Language Learners:</p> <ul style="list-style-type: none"> <li>Fund .76 ELD teacher to provide 30 minutes of ELD daily at the appropriate CELDT level.</li> <li>Continue to implement a system to monitor the progress of students in English Language acquisition to ensure that each student is gaining at least one CELDT level per year, using the blue card as an active instrument to support ELL's</li> <li>Implement newly adopted ELL curriculum in all classrooms</li> <li>Participate in district professional development and provide site level training in implementation strategies to ensure all students receive required ELD content</li> <li>Use GLAD strategies</li> <li>Literacy Coach will provide targeted instruction, in small groups, for ELL students as needed</li> <li>Hold Parent/Guardian workshops on understanding CELDT and the ELD program at Jefferson</li> </ul>	August 14-June 15	1102: Certificated – Monthly	English Language Development Teacher - .76 total FTE (.22 PTA, .14 Title I)	Title I 11,462 PTA 18,000
		1116: Certificated – Hourly	Parent Involvement - Literacy Workshops (Teacher Hourly)	
		4300: Instructional Materials & Equipment	ELD Instructional Materials	Title I EIA-LEP

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<ul style="list-style-type: none"> <li>Devote staff meeting and ULSS meeting time to analyze CELDT scores , levels and ELD instruction</li> <li>Implement after school intervention classes for ELL students</li> <li>Purchase ELD materials to support the new adoption</li> </ul>				
<p>4. Extend learning of K-5 students with an after school site intervention program that supports students in reaching grade level proficiency. Extend after school programming to 4 days a week from 2:30-4:00 pm</p> <ul style="list-style-type: none"> <li>Continue to implement the Afterschool Learning Program (ALP) to pre-teach grade level material to students in K-5, extending the program to 4 days a week for one hour each day</li> <li>Provide a late bus to ensure equitable after school participation</li> <li>Provide time and allocate hourly funds for structured collaboration between all after school intervention and support providers including: JAZ, ALP, and BEARS - to strengthen academic intervention in every program</li> <li>Provide professional development for all after school providers in strategies to support student academic growth</li> <li>Provide structured homework support that includes staff, tutors and other volunteers</li> <li>Expand BUILD program to increase the number of tutors</li> </ul>	August 14-June 15	1116: Certificated – Hourly	After-school intervention hourly teaching ALP, LLI, BUILDS Coord	BSEP 12,000
		1116: Certificated – Hourly	Additional funds will further support ALP as they become available from additional revenue,	
		5800: Contracted Services	BUILD	BSEP 2,500
<p>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</p> <ul style="list-style-type: none"> <li>Regular ULSS team meetings- to collaborate and reflect on school wide systems in place to meet the needs of identified students</li> <li>Implementation of RTI - 3- tier response (Classroom, Small Group, Learning Center) with emphasis on Tier 1 interventions (classroom)</li> <li>Snapshot Meetings</li> <li>Provide staff with professional development in</li> </ul>	August 14-June 15	1102: Certificated – Monthly	ULSS- Intervention teacher - 1.0 FTE; .5 FTE BUSD General Fund; .5 FTE LCAP, BSEP	BSEP 29,680
		1116: Certificated – Hourly	Substitutes- 7 substitute days	
		4300: Instructional Materials & Equipment	Materials and Supplies from Grants as funds become available.	

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
differentiation and RTI practices <ul style="list-style-type: none"> <li>• Use the reading ,writing and math assessment walls to monitor school progress</li> <li>• Case management of student support services including: vision, hearing, dental, homelessness, and other health and social service related services</li> <li>• Allocate funds to support full implementation of ULSS- ULSS/RTI intervention teacher</li> </ul>				
6. Support transitions for students as they move pre-K to K and 5th grade to 6th grade;  Hold transition meetings for pre- K special education students who are entering Kindergarten Hold transition meetings for 5th grade special education students who are entering middle school Complete placement cards for all 5th grade students Conduct "Balanced Beginning " screening for incoming kindergarten students to create balanced classes and identify student needs	August 14-June 15			
7. Ensure that IEP's for Special Education students list appropriate and measurable academic goals for students aligned with state standards : <ul style="list-style-type: none"> <li>• Discuss Special Education goals during: IEP's, ULSS meetings, Special Education meetings, SST's and staff collaboration time</li> <li>• Meet regularly with Special Education Area Supervisor</li> </ul>	August 14-June 15			
8. Increase classroom library collections to represent a wide range of levels, genres, and authors with a focus on non-fiction that supports implementation of the Common Core.	August 14-June 15	4300: Instructional Materials & Equipment	Reading Support Materials	PTA 3,500

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
<b>Total Expenditures in this Goal:</b>	\$75,740	\$15,885	\$25,500	\$	\$	\$	\$

## **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 Kindergarten through Fifth Graders

Special Education Students

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

African-American Students (to address disproportionality)

English Language Learners

#### **Anticipated annual performance growth for each group:**

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

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

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

#### **Means of evaluating progress toward this goal:**

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

RTI / ULSS Snapshot Meetings

Positive Behavioral System (PBS) 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 PBS Report

**Total Expenditures in this Goal: \$9,756**

### Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>1. Jefferson will participate in an Equity Centered Professional Learning Community: Professional Development will include teacher observations, professional reading materials, presenters</p> <ul style="list-style-type: none"> <li>Staff will continue focus on Cultural Relevancy and professional development .</li> <li>Staff will continue to implement the Equity Rubric with a focus on Student Centered Teaching.</li> <li>Staff will participate in ongoing staff development on systematic ELD , the Columbia Teacher's College Reading and Writing Project, Stories of Unit math curriculum and Toolbox.</li> <li>TIP funds will support PD for conference attendance and to pay for substitutes.</li> </ul>	August 14-June 15	1116: Certificated – Hourly		PTA 5,000
		1116: Certificated – Hourly		TIP 1,756
<p>2. Culturally Relevant Teaching-</p> <ul style="list-style-type: none"> <li>Staff will continue ongoing professional development using a wide variety of professional literature and resources to study cultural relevance strategies including: No Opt Out, Pair/Share and Independent Reading- while using Equity Strategies for increasing on task learning and student engagement.</li> <li>Leadersip Team, and staff will continue to focus on issues of race and racism and their impact on student learning including further implementation of the Equity Rubric with a goal of reaching competency on Student Centered Teaching and Learning.</li> </ul>	August 14-June 15	1116: Certificated – Hourly		
<p>3. Jefferson will implement Toolbox and will .continue to implement district adopted programs: PBIS and Welcoming Schools anti-bias curriculum to increase student achievement and engagement, reduce inequities in discipline, safeguard students from bias, and promote positive behavior support.</p>	August 14-June 15			

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<ul style="list-style-type: none"> <li>• Teachers and staff will be trained in the Toolbox Curriculum during the August staff development day.</li> <li>• Teachers, classified staff, parents, and the principal will revise and display school-wide rules for common areas. Rules will be posted in all common areas, school communications, and communicated to parents/guardians</li> <li>• Teachers, classified staff, parents, and the principal will implement strategies for teaching and reinforcing school-wide behavior expectations throughout the year</li> <li>• All staff will teach students school-wide rules and behavior expectations through specific lessons, school-rules assemblies, and by modeling expected behavior</li> <li>• All staff will reinforce and reteach expected behavior in students through the use of positive recognition, active supervision techniques, and conflict resolution/de-escalation strategies</li> <li>• Parents/Guardians will receive information on school rules at the beginning of the year. Rules will be referred to throughout the year.</li> <li>• Teachers will develop grade level agreements for when to refer a student to the office and when to address student behavior in the classroom</li> <li>• Continue to use progressive discipline and logical consequences to help students correct when they make negative behavior choices</li> <li>• Teachers and Principal will work collaboratively to identify key lessons in Second Step, Welcoming Schools, and PBS lessons to be taught at each grade level.</li> <li>• Teachers will identify and teach selected lessons from the Welcoming Schools anti-bias curriculum to address issues of bullying and bias-related harassment</li> <li>• Noon duty supervisors along with other identified support staff will meet regularly to strengthen their supervision techniques, learn additional strategies, and problem-solve student conflict situations as they arise. Supervisors will receive training from the District PBIS Coordinator.</li> <li>• Hire additional noon duty supervisors to support students during lunch recess</li> </ul>				

### Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
4. Jefferson school will hold year long school assemblies that feature culturally diverse presentations and programs that support school wide positive climate Special guest performers from a wide range of cultures will be funded with grants as available.	August 14-June 15	4380: Other / Reserve	Bi-weekly assembly performances	PTA 2,000
5. Instruction in Visual and Performing Arts will be incorporated in all classrooms to engage students and to draw upon and develop the full range of student learning styles.  Students in Grades-K-2 will participate in Visual Arts classes taught by Certificated Staff Lucy Ames Students in Grades 3-5 will participate in BUSD instrumental and choral music program  Students in grades 2 will receive music instruction from a collaboration/grant with the SF Girls Chorus-  Volunteer Musicians from the School Community will accompany bi-monthly school wide assembly singing.	August 14-June 15			
6. Identify successful models within the district and and facilitate teachers learning from one another through an organized structure that includes peer observations, action research and other successful collaborative structures.  <ul style="list-style-type: none"> <li>• Staff will observe colleagues, both site and district wide, including literacy and ELL coach, and will share learning at staff and collaboration meetings .</li> <li>• .</li> <li>• Staff will collaborate with BEA, Literacy Coach, ULSS team, Math Coaches and other district staff to identify focus students in order to track student progress to ensure academic success during staff and collaboration meetings twice a month.</li> <li>• Qualified teachers may choose the alternative evaluation process to conduct lesson study with district peers.</li> </ul>	August 14-June 15			

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

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
7. Jefferson Staff will attend a school retreat focused on building an equity centered Professional Learning Community, curriculum mapping, and PBIS school wide systems. , PTA funds and other donations will be used to fund the retreat.	August 14-	4380: Other / Reserve	Retreat Location, Food, Materials	PTA 1,000

	BSEP----	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
<b>Total Expenditures in this Goal:</b>	\$	\$	\$8,000	\$	\$	\$1,756	\$0

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

**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 Kindergarten through Fifth Graders  
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: \$8,364**

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

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
1. Jefferson School will provide parent forums and educational events on topics identified as critical by diverse parent/guardian groups including: <ul style="list-style-type: none"> <li>• Workshops for English Language Learner</li> </ul>	August 14-June 15	1116: Certificated – Hourly	Parent/Guardian Workshops Teacher Hourly	BSEP 2,000 PTA 5,000

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>families:Understanding the CELDT, Report Card and teacher conferencing</p> <ul style="list-style-type: none"> <li>• Common Core</li> <li>• Helping your child with Social Conflicts and Bullying</li> <li>• Homework</li> <li>• Study Circles on Diversity- facilitated by Pamela Harrison Small</li> <li>• Story of Units</li> <li>• Other workshops as identified by parent/guardian need</li> </ul> <p>Site will collaborate with all relevant district offices and will provide translation for Spanish speaking families and other non- English speakers as available.</p> <p>Teacher hourly and Parent Involvement funds will be used to fund workshops including: food, childcare, meeting facilitators, materials and supplies</p>				Other 364
<p>2. Jefferson staff will partner with Family and Community Partnerships office, District PTA, DELAC and other district parent/guardian groups to train and support site parent/guardian groups to strengthen their capacity to collaborate with principal and school staff on issues that impact student achievement and well being.</p> <p>These groups include:</p> <ul style="list-style-type: none"> <li>• African American Families Group</li> <li>• Latino Families Group</li> <li>• ELAC</li> <li>• PTA</li> <li>• Project Color</li> <li>• All other groups to be formed based on parent/guardian interest</li> <li>• School Governance Council</li> </ul>	August 14-June 15	4380: Other / Reserve	Parent Support/Education-increase workshop offerings and teacher hourly for parent/guardian meetings and materials as funds become available.	
		2102: Classified – Monthly		
<p>3. Jefferson will hold school wide community events including: Juneteenth, Music and Art Night, Multicultural Family Night, Black History Block Party, Mayfair, Open House, Back to School Night, Family Art Night, Family Math Night, Annual Community Meeting and Breakfast and other events as identified</p>	August 14-June 15	4380: Other / Reserve	<p>Multi-cultural school-wide event support</p> <p>Increase funds as they become available from additional revenue</p>	PTA 1,000

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

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
by the PTA and School staff that involve parents/guardians in our school community.  Funding for events: PTA, grants				
4. Jefferson school staff will strengthen relationships with parents/guardians by conducting regular Student Study Team meetings with parents and guardians for students in need of social/emotional and educational support. Site Student Study Team Coordinator will schedule all meetings, record notes and facilitate follow up.  Jefferson school's ULSS team will meet twice a month to strategize regarding student and parent/guardian needs and supports. ULSS will coordinate support services including: dental, hearing and vision testing, homelessness services, public health nurse supports and other support needs that arise.	August 14-June 15			
5. Family Engagement Coordinator: Will coordinate site services to families and will collaborate with the RTI team to determine services, programs available. The position is new to Jefferson and is a .4FTE. Focus on: McKinney Vento, Health Services, Attendance, other student needs.		1102: Certificated – Monthly	This position is funded by the General Fund	

	BSEP----	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
<b>Total Expenditures in this Goal:</b>	\$2,000	\$	\$6,000	\$	\$	\$	\$364

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

### Goal #4: Improving Student Achievement by development and support of the Whole Child.

#### Goal Statement:

Jefferson School will enhance the development of the whole child by providing an enriched and engaging environment that is safe and supportive for all children.

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

#### Student groups and grade levels to participate in this goal:

All students in grades K-5 school wide

#### Anticipated annual performance growth for each group:

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

90% of all students in each subgroup scoring Advanced or Proficient will maintain or improve their previous score.

70% of all students in each subgroup scoring basic will improve their previous score, scoring near or at Proficient

35% of all students in each subgroup scoring Below or Far Below Basic will improve their previous score, scoring at Basic or Proficient

Students' progress towards meeting grade level standards will be monitored

- diagnostics that show pre-requisite skills obtained prior to instruction,
- formative and summative assessments aligned with instruction,
- a record of teacher observations and progress reports,
- student self-assessments,
- student interviews,
- completion of homework,
- student work that is discussed and evaluated based on the standards at least once a month during teacher collaboration meetings, and
- "snapshot" meetings held at the beginning of the year and at least every 8 weeks to discuss students' progress in each grade level; this meeting is held with the classroom teacher and a team of support staff who provide expertise, brainstorm action steps, and instructional support for teachers of students who struggle to meet grade level standards

#### Means of evaluating progress toward this goal:

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

Snapshot Conferences

Student Study Teams

Response to Intervention reports

Teachers will engage in-depth assessment and examination of student progress

Analysis of student assessment data for each assessment periods

ULSS case management meetings  
 Collaboration, grade level and staff meetings

**Group data to be collected to measure academic gains:**

CST/STAR  
 DRA/QRI  
 Every Day Math assessments  
 District Math assessments  
 BEAR  
 CELDT  
 Snapshot results  
 Pre and Post intervention assessments  
 BUSD writing assessments

**Total Expenditures in this Goal: \$54,500**

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

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
1. PTA-funded YMCA PE Program- 45 minutes of PE and supervision and activities coordination at all recesses. PTA and Site funded Yard activities coordinator - coordination of all morning and lunch recesses-	August 13 June 14	2102: Classified – Monthly	Yard Activities Coordinator (.23 FTE) Position will begin in October	PTA 12,500
		5800: Contracted Services	YMCA PE contract	PTA 23,000
		4300: Instructional Materials & Equipment	Recognition Awards- Supplied by Lifetouch	
2. Professional Development for Performing Arts- Arts Anchor Grant- VAPA grant to bring specialist to site to provide PD in movement.	August 13 June 14	5800: Contracted Services	Arts Anchor Program  Matching funds from BSEP carryover in priorities. (\$3,000)	
3. Jefferson School PTA will provide after school enrichment classes on a fee based program with scholarships for students available for all enrichment classes.	August 13 June 14	4380: Other / Reserve	After-school Enrichment Scholarships	PTA 8,000
4. Counselor will provide services to: individual students, small groups and whole class. Counselor will coordinate Conflict Management Program and	August 13 June 14	5800: Contracted Services	Counseling contract Funded from Grants as funds become available (\$5,000 BUSD,	PTA 5,000

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

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
participate on BEST team.			\$5,000 COB)	
5. School Garden and Garden/Science Program- .33 FTE- To offer garden based science lessons in the school garden. On a half year schedule: Classes will receive 18-45 min. lessons during the school year. Classroom teachers will collaborate with the Garden Instructor and will be present during classes.			PTA to fund at \$15 per student to support the BUSD garden program.	PTA 6,000

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
<b>Total Expenditures in this Goal:</b>	\$	\$	\$54,500	\$	\$	\$	\$

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

**Goal #5:**

**Goal Statement:**

**Student groups and grade levels to participate in this goal:**

- K- 5 students
- English Language Learners K-5
- Special Needs Students K-5
- Transition Students (K and 5)
- GATE

**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
<b>Total Expenditures in this Goal:</b>	\$	\$	\$	\$	\$	\$	\$

## Appendix A - Program Summary: Jefferson Elementary School

Goal 1 ACADEMIC ACHIEVEMENT	
BSEP	75,740
Title I	15,885
PTA	25,500
EIA-LEP	
EIA-SCE	
TIP	
Other	
<b>Total</b>	<b>117,125</b>

Goal 2 STRATEGIES TO PROMOTE STUDENT SUCCESS	
BSEP	
Title I	
PTA	8,000
EIA-LEP	
EIA-SCE	
TIP	1,756
Other	0
<b>Total</b>	<b>9,756</b>

Goal 3 PARTNERSHIPS WITH FAMILIES AND COMMUNITY / CULTURAL AND	
BSEP	2,000
Title I	
PTA	6,000
EIA-LEP	
EIA-SCE	
TIP	
Other	364
<b>Total</b>	<b>8,364</b>

Goal 4 Improving Student Achievement by development and support of the Whole	
BSEP	
Title I	
PTA	54,500
EIA-LEP	
EIA-SCE	
TIP	
Other	
<b>Total</b>	<b>54,500</b>

Goal 5	
BSEP	
Title I	
PTA	
EIA-LEP	
EIA-SCE	
TIP	
Other	
<b>Total</b>	

Total Expenditures	
BSEP	77,740
Title I	15,885
PTA	94,000
EIA-LEP	
EIA-SCE	
TIP	1,756
Other	364
<b>Total</b>	<b>189,745</b>

Total Allocation*	
BSEP	77,740
Title I	15,885
PTA	94,000
EIA-LEP	
EIA-SCE	
TIP	1,756
Other	364
<b>Total</b>	<b>189,745</b>

Funds to Allocate	
BSEP	0
Title I	0
PTA	0
EIA-LEP	0
EIA-SCE	0
TIP	0
Other	0
<b>Total</b>	<b>0</b>

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

## Appendix B - Budget Summary: Jefferson Elementary School

Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other	Total
Monthly Tchrs	56,540	11,462	18,000					<b>86,002</b>
Hourly Teachers	14,000		10,000			1,756		<b>25,756</b>
Monthly Classified								
Hourly Classified			18,500					<b>18,500</b>
Coach Stipends								
Hourly Tutors								
Noon Directors								
Materials/Supplies	2,500	3,885	7,500				4,000	<b>17,885</b>
Conference & Travel								
BUSD Buses							8,000	<b>8,000</b>
Contracted Services	2,500		28,000				5,000	<b>35,500</b>
Other/Reserve	2,200	902	12,000				13,000	<b>28,102</b>
<b>Total</b>	<b>77,740</b>	<b>16,249</b>	<b>94,000</b>			<b>1,756</b>	<b>30,000</b>	<b>219,745</b>

Appendix C  
 BSEP SCHOOL SITE DISCRETIONARY FUNDS 2014-15  
 Jefferson (116)

<b>CERTIFICATED MONTHLY SALARIES &amp; FRINGE</b>		
1102	Literacy Teacher/Coach (.30 FTE)	\$26,860
1102	Rtl Teacher/Coordinator (.20 FTE)	\$29,680
1102	Teacher - ELD	
<b>TOTAL CERTIFICATED MONTHLY:</b>		<b>\$56,540</b>
<b>CERTIFICATED HOURLY SALARIES &amp; FRINGE</b>		
1116	Hourly Teaching - ALP	\$12,000
1116	Hourly Teaching - Curriculum Development	\$2,000
<b>TOTAL CERTIFICATED HOURLY:</b>		<b>\$14,000</b>
<b>CLASSIFIED MONTHLY SALARIES &amp; FRINGE</b>		
2102	Instructional Assistant	
2182	IS - Garden	
<b>TOTAL CLASSIFIED MONTHLY</b>		<b>\$0</b>
<b>CLASSIFIED HOURLY SALARIES &amp; FRINGE</b>		
2146	Hourly Tutors	
2916	Noon Supervisor	
<b>TOTAL CLASSIFIED HOURLY</b>		<b>\$0</b>
<b>SUB-TOTAL PERSONNEL:</b>		<b>\$70,540</b>
<b>NON-SALARIED CATEGORIES</b>		
4300	Instructional Materials	\$2,500
5800	Contracted Services - BUILD	\$2,500
5800	Contracted Services	
5800	Contracted Services	
<b>SUB-TOTAL NON-SALARIED:</b>		<b>\$5,000</b>
<b>TOTAL EXPENDITURES:</b>		<b>\$75,540</b>
<b>RESERVE FOR PERSONNEL VARIANCE:</b>		<b>\$2,200</b>
<b>TOTAL FY 2014 BSEP ALLOCATION:</b>		<b>\$77,740</b>
<b>(DIFFERENCE):</b>		<b>\$0</b>
<p><b>Priorities for anticipated Fall 2014 Carryover:</b></p> <ul style="list-style-type: none"> <li>➤ Instructional Materials \$9,000</li> <li>➤ YMCA PE Contract \$3,000</li> <li>➤ Arts Anchor Contract \$3,000</li> </ul> <p><b>BSEP FY 2014 Carryover projected to be approximately \$15,000</b></p>		

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

		Benefits Rate	RS 3010 Title I (Basic)	7091 EIA/ELL	7090 EIA/SCE	TOTAL
<b>School : Jefferson</b>		Obj #				
A	<b>CERT. TCHERS MONTHLY</b>		0.140	-		0.140
	<i>ELD Teacher - Literacy Coach (1.0 FTE, DDF 529)</i>	1102	\$ 9,302	\$ -	\$ -	\$ 9,302
	<i>(0.14 = Title I A, 0.22 = PTA, 0.40 = LCFF, 0.25 = GF Prep)</i>					
	<i>Site TSA - Literacy Coach (1.0 FTE, DDF 019)</i>		\$ -	\$ -		\$ -
	<i>(0.25 = Site BSEP, 0.25 = District PD (0855), 0.30 = BSEP CSR (0841), 0.20 = Lit Coach LCAP, DDF 019)</i>					
	<i>Site TSA - Rtl Teacher (1.00 FTE, DDF 017)</i>	1102	\$ -	\$ -		\$ -
	<i>(0.30 = Site BSEP, 0.20 = Rtl LCAP, 0.50 = Rtl 2)</i>					
	<b>Subtotal</b>		\$ 9,302	\$ -	\$ -	\$ 9,302
	<b>Fringe Benefits :</b>					
	STRS Monthly	3101	0.09500	884	-	884
	Medicare	3301	0.01450	135	-	135
	Health/Dental (@ FTE's 1.00)	3401	\$ 13,017	668	-	668
	SUI	3501	0.00058	4	-	4
	WCOMP	3601	0.02050	191	-	191
	Retiree Benefits	3701	0.03000	279	-	279
	<b>Total</b>		\$ 11,462	\$ -	\$ -	\$ 11,462
B	<b>CERT. COUNSELORS</b>	1202				
	<b>Subtotal</b>		\$ -	\$ -	\$ -	\$ -
	<b>Fringe Benefits :</b>					
	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	-	-	-
	<b>Total</b>		\$ -	\$ -	\$ -	\$ -
C1	<b>DAILY SUB</b>	1116				
C2	<b>DAILY SUB</b>	1116				
	<b>Subtotal</b>		\$ -	\$ -	\$ -	\$ -
	<b>Fringe Benefits :</b>					
	STRS	3101	0.09500	-	-	-
	Medicare	3301	0.01450	-	-	-
	SUI	3501	0.00058	-	-	-
	WCOMP	3601	0.02050	-	-	-
	Retiree Benefits	3701	0.03000	-	-	-
	<b>Total</b>		\$ -	\$ -	\$ -	\$ -
D	<b>STIPEND</b>	1117				
E	<b>CURR. DEVELOPMENT</b>	1116				
F1	<b>TEACHER HOURLY</b>	1116				
F2	<b>TEACHER HOURLY</b>	1116				
	<b>Subtotal</b>		\$ -	\$ -	\$ -	\$ -
	<b>Fringe Benefits :</b>					
	STRS	3101	0.09500	-	-	-
	Medicare	3301	0.01450	-	-	-
	SUI	3501	0.00058	-	-	-
	WCOMP	3601	0.02050	-	-	-
	Retiree Benefits	3701	0.03000	-	-	-
	<b>Total</b>		\$ -	\$ -	\$ -	\$ -
G	<b>CLASSIFIED SAL MONTHLY</b>					
	Instructional Assistant	2102				\$ -
H	Instructional Specialist	2182				
I	Clerical Assistant	2402				
J	Intervention Coordinator	2402				
K	School Svc Assistant	2902				
L	Home School Liaison	2902				
	<b>Subtotal</b>		\$ -	\$ -	\$ -	\$ -
	<b>Fringe Benefits :</b>					
	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	-	-	-
	<b>Total</b>		\$ -	\$ -	\$ -	\$ -

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

		Benefits Rate	RS 3010 Title I (Basic)	7091 EIA/ELL	7090 EIA/SCE	TOTAL
<b>School : Jefferson</b>		Obj #				
<u>CLASSIFIED SALARY HOURLY</u>						
M	Instructional Aide	2116				-
N	Tutors	2146				-
O	Instructional Specialist	2183				-
P	Clerical Tech & Office Staff	2416				-
Q	Home School Liaison	2916				-
R	School Service Assistant	2916				-
S	Program Assistant	2916				-
Subtotal			\$ -	\$ -	\$ -	\$ -
<u>Fringe Benefits :</u>						
	OASDI (FICA)	3312	0.06200	-	-	-
	Medicare	3302	0.01450	-	-	-
	SUI	3502	0.00058	-	-	-
	WCOMP	3602	0.02050	-	-	-
	Retiree Benefits	3702	0.03000	-	-	-
Total			\$ -	\$ -	\$ -	\$ -
<u>BOOKS / SUPPLIES / MTLs</u>						
T1	Instructional Materials	4300		\$ -	\$ -	\$ -
T2	Materials and Supplies (\$3,885)	4300	3,885	-	-	3,885
U1	Parent Involvement	4350		-	-	-
U2	Parent Involvement (\$364)		364			364
Total			\$ 4,249	\$ -	\$ -	\$ 4,249
<u>TRAVEL &amp; OUTSIDE SERVICES</u>						
V	Travel / Conference	5200				\$ -
W	Memberships / Dues	5300				-
X	Postage / Mailings	5910				-
Y	Consultant / Contracts	5800				-
Z1	Professional Svcs	5800				-
Z2	Professional Svcs	5800				-
A1	Salary Reserve		538	-	-	538
Total			\$ 538	\$ -	\$ -	\$ 538
<u>CAPITAL OUTLAY</u>						
B1	Equipment (Less than \$5,000)	4400				\$ -
C1	Equipment (Over \$5,000)	6400				-
Total			\$ -	\$ -	\$ -	\$ -
a.	<b>Total Projected Expenditure</b>		\$ 16,249	\$ -	\$ -	\$ 16,249
b.	<b>Budget Allocation</b>		16,249			16,249
c.	<b>Add : Carryover</b>					-
d.	<b>Total Budgets (d = b + c)</b>		\$ 16,249	\$ -	\$ -	\$ 16,249
e.	<b>Projected Unspent Funds (e = d - a)</b>		\$ (0)	\$ -	\$ -	\$ (0)

\* Title I allocation included \$364 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		<b>Total K-5 Schools</b>	<b>\$21,906</b>	<b>\$4,971</b>	<b>\$19,380</b>	<b>\$46,257</b>	<b>Total K-5 Schools</b>		<b>1</b>
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		<b>Total 6-8 Schools</b>	<b>\$12,111</b>	<b>\$2,749</b>	<b>\$7,845</b>	<b>\$22,705</b>	<b>Total 6-8 Schools</b>		<b>3</b>
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		<b>Total 9-12 Schools</b>	<b>\$983</b>	<b>\$223</b>	<b>\$1,095</b>	<b>\$2,301</b>	<b>Total 9-12 Schools</b>		<b>3</b>
1	262	Early Childhood					Early Childhood	262	1
1		<b>Total Pre-k</b>					<b>Total Pre-k</b>		<b>1</b>
18		<b>TOTAL DISTRICT</b>	<b>\$35,000</b>	<b>\$7,943</b>	<b>\$28,320</b>	<b>\$71,263</b>	<b>TOTAL DISTRICT</b>		<b>1</b>
			<b>\$13.47/ FRM Student</b>		<b>\$15/ FRM</b>				

**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
<b>11</b>	<b>(A)</b>	<b>Total K-5 Schools</b>	<b>4,373</b>	<b>\$22,719</b>

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

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

<b>17</b>	<b>D=A+B+C</b>	<b>TOTAL DISTRICT</b>	<b>9,624</b>	<b>\$50,000</b>
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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)

Each fall, winter and spring BUSD K-5 teachers give a battery of assessments to monitor the development of the core areas of literacy including reading, writing and spelling. These informal assessments provide classroom teachers and intervention teachers a window into a child's literacy and math development so that the teachers can use the information to modify instruction based on student needs during the course of the year.

Local assessments in reading, math, and writing guide instruction. Reading Tests, DRA and QRI, given 3 times yearly and record student comprehension and fluency levels. Assessments for spelling (BEAR, DOLCH), and reading (Running Records), and math are also used to assess student performance. They are administered on an ongoing basis, and the results are used to provide teachers with data to revise lesson goals and individualize learning. The Literacy Coach has instructed staff on the use of our schoolwide Assessment Wall to post most-recent reading/writing data. Local math assessments are given at the end of each chapter and 3 times yearly.

State assessments identify student proficiency and provide data for analysis of effective instructional practice. CELDT is administered to all EL students each fall to provide information on their academic progress. Student assessments guide the individualized development of curriculum units, instruction, and strategies. Staff meetings and whole day grade-level meetings are provided for teachers to study assessments, develop backwards planning, and work on specific plans for targeting low achieving students.

The Raven test is no longer given to elementary school students. Classroom instruction is differentiated. Each teacher has been trained on using the model to support/increase student learning for gifted students. This approach is supported by legislation passed in California in 2001 that shifts the focus of GATE programming from "pull out" classes to teaching strategies and content that are integrated into all classrooms. Many of these strategies are integral parts of most Berkeley schools including GLAD, Story of Units, differentiated instruction, REading and Writing Workshop, enrichment through art, cooking, gardening, and after school programs.

In addition every teacher formally plans and assesses their own teaching plans and delivery.

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

Student assessments guide the individualized development of curriculum units, instruction, and strategies. Staff meetings and whole day grade-level meetings are provided for teachers to study assessments, develop backwards planning, and work on specific plans for targeting low achieving students.

Weekly gathered data, running records and BEAR spelling assessments, conferencing notes, guide the development of literacy and spelling groups and designate just-right book levels for guided reading instruction and specific spelling lessons.

The Coordination of Services Team, ULSS, and RTI team uses Illuminate information to choose students for specific intervention services.

### Staffing and Professional Development

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

Jefferson teachers all hold full credentials. None of the faculty holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. None of our staff holds an emergency permit. About 95% of the teachers at Jefferson hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 91 percent.

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

District-manadated curriculum materials are adopted, then staff receives many hours of District and Site-level training. In 2013-2014 all teachers were trained in the Story of Units Math Curriculum. In addition professional development continued during staff development days and Wednesday afternoon staff and collaboration meetings on site. Professional Development is ongoing for Teachers College Reading and Writing Program. Staff will begin training on Toolbox in August of 2014.

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

Teachers receive whole group Literacy and Math training on Wednesday afternoons. This training is conducted either at the school site or at a district -designated site for grade level teachers in the school district.

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

Staff meet at a before school staff retreat to develop curriculum maps that align instruction to content standards. Maps are made according to a year long schedule. Instruction is tailored to student need through the use of analysis of student assessment results. Professional development is ongoing, beginning at the August staff retreat and continuing throughout the school year. Professional development includes the following content areas: Mathematics, Language Arts, Science, Social Studies, Positive Behavior- School wide Discipline, Art, Music and Physical Education.

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

Literacy instructional assistance is provided by the Response to Intervention team (RTI). The team is composed of a Literacy Teachers and two Special Education (Learning Center) teachers.

RTI teachers also model writing and spelling lessons, then co-teach to build teacher skills.

District math leaders model lessons, help teachers build EveryDay Math curriculum, and set up yearly math teaching plans.

ULSS team coordinates formation of RTI groups that are implemented in our Learning Center by our ULSS team that includes: Special Education teachers and Literacy Teacher.

English Language Instruction is provided by our site English Language Development teacher, who supports staff and students.

8. Teacher collaboration by grade level (EPC)

Teachers meet at regular intervals during Wednesday staff and collaboration meetings to collaborate at grade levels. Teachers attend BUSD professional development workshops throughout the school year that focus on English-Language Arts and Mathematics, Equity, English Language Development, Welcoming Schools and Toolbox.

Teaching and Learning

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

Teachers follow the designated grade-level state standards to build their curriculum units; and all teachers use state/district mandated materials to teach units in math, literacy, science, and social studies. Specific performance standards for each curriculum area is designated, and students are expected to make grade-level progress.

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

Jefferson School adheres to recommended instructional minutes for reading/language arts and mathematics. Jefferson school has a dedicated literacy block in K-3rd grades devoted to best practices in literacy.

1. Grades 4-5 minutes based on the average day of 305 instructional minutes, with no allowance for passing time or transitions. (Note that there are 315 minutes on MTThF and 265 minutes on Wednesday.)

Daily minutes:

90 English Language Arts (some of the language arts' minutes can be combined with social studies and science curriculums)

30 English Learner Development

60 math

2. Grades 1-2-3, based on 285 daily instructional minutes, with no allowance for passing times.

Daily minutes:

120 English Language Arts (with 45 for writing and 75 for reading, including reading in the content areas)

30 English Learner Development

60 math

3. Kindergarten, based on 260 daily instructional minutes with no allowance for passing times.

Daily minutes:

60 English Language Arts

30 English Learner Development and other ELA interventions

50 math, including interventions

11. Lesson pacing schedule (EPC)

Teachers meet regularly to build yearly pacing schedules and curriculum maps for all curriculum areas. To ensure that all students receive the complete standards-based curriculum Teachers meet by grade levels in September and throughout the school year to design, then refine their pacing/teaching guides with their grade-level teams.

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

Standards' based instructional materials are used at every grade level. If the major state mandated materials do not address the needs of sub-groups of students, such as English Learners or Title 1 students, additional state-acceptable materials are selected and used to ensure that every group is instructed in learning the standards. Jefferson teachers use the English Learner curriculum, EL-specific guided reading books, and Lucy Calkins Units of

Study writing program to better meet the needs of English Learner students. The newly adopted EL materials (2009-2310) will be used by all teachers.

The RTI team, including the English Language Development teacher, assists the teachers by instructing small groups of students with the standards' based strategies that specifically address how the English Learner students learn best. Similar differentiated focus is used to meet the needs of Title I students, GATE students, and Special Education students. The additional materials have been purchased by funds provided by the Berkeley Schools Enrichment Project and the Berkeley Public Education Foundation. Science Curriculum is California standards' based for K-5. Teachers study all materials to determine if they are grade-level appropriate and include the grade-level standards. Students are instructed in grade level content. The LLI Reading Intervention Program is used in grades 1-5 to assist students who are below grade level in reading and is taught to targeted student in small groups during and beyond the school day.

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

Teachers use SBE-adopted, standards-aligned instructional materials. Intervention materials are adopted for specific levels and student needs from the State-accepted list of materials.

### Opportunity and Equal Educational Access

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

All students are taught grade-level standards using state-mandated materials. The Teachers College Reading and Writing Project and specific spelling interventions (BEAR spelling) are used to ensure students receive scaffolded lessons and are taught in small groups or through one-on-one teaching. Teachers individualize amount of work, simplify page designs, and repeat lessons in several different formats for underperforming students. The standards-based Washington developed CARE/GLAD plan assists teachers in planning equitable lessons that have specific protocols for engagement, racially defined strategies, and brain-research models for access to knowledge.

The math curriculum, Story of Units, guides teachers in extending learning for underperforming students and presenting content in various formats and with more frequent repetitions/interventions. Do the Math is used as a supplemental program to assist students in gaining repeated exposure to key math concepts at their grade level.

Assessment data is used to carefully monitor underperforming students to ensure students are taught the next-step lessons and assure that they receive more frequent small-group help.

Our ULSS system supports teachers formation of leveled small groups for literacy instruction, Assessment Walls, Attendance data, Datawise assessments, BEST interventions.

Various meetings and data help intervene to diagnose issues: Information from SST meetings, conferences, District assessment data (Datawise), grade-level meetings, Snapshot meetings, SARB meetings, observations, and the assessment Literacy Wall. Underperforming students receive services from the RTI teachers, classroom teachers, after-school program, CAL tutors, literacy trained adult volunteers, Bay Area Children First counselor, and City Nursing services intervention. Additional community agencies help with specific interventions. Jefferson School implements an after school intervention program that serves K-5 students in 5- 6 week sessions throughout the school year. Students are pre-taught regular classroom curriculum in advance of the regular classroom schedule.

BUSD Math and English Learner coaches offer ongoing professional development for staff.

Parents/guardians are engaged in various group activities and programs. The parent groups for African American, Latino, and other parents in PTA, meet regularly to create community connections and to assist with positive school climate events, and celebrations, such as the Black History Block Party , Multicultural Potluck Night, Project Color- art school beautification program , Welcome Barbeques, and potlucks, Family Math Night, Family Art Night and the Community Meeting and Breakfast. Parent education events, "Defeating the Summer Reading Slump", "Understanding Your Child's CELDT Score", " Understanding Your Child's Report Card", " Homework Workshop for Parents/Guardians" and others including how to assist students in math a, equity discussions, and ongoing community building. Parent/guardians volunteer in classrooms and throughout the school.

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

Brain-researched strategies and teaching methods, enhancing learning for all types of student learning styles, combine with the best ways to integrate curriculum units, such as the use of thematic teaching. Teachers study and use culturally relevant teaching strategies. Jefferson teachers have combined several practices including: Best practices in Literacy and GLAD (Guided Language Acquisition Strategies) in a curriculum that maximizes achievement. Teacher uses these units as research for building their own knowledge base and coaches at least two other teachers in the development of their teaching practices.

Students receive individualized instruction, enhanced instruction time, and scaffolded lessons to increase learning success. Teachers use research-based practices when teaching guided reading, spelling, and math.

Specialists support individual students with the delivery of targeted educational strategies and methods, including Quick Reads, LLI, Guided Reading, and Do the Math.

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

Learning time for individual students is maximized through the use of small group instruction and centers-based learning both in the regular education setting and in the Learning Center. Parents, community volunteers, and university students volunteer to support student learning.

Jefferson School implements the Response to Intervention model. Student needs are assessed and evaluated during a variety of meetings including: Snapshot meetings, SST's, IEP's, staff and collaboration meetings.

Increased learning time also occurs when special education and literacy teachers work with small groups or individual students (Reading Recovery). Students receive increased, specific instruction daily.

Jefferson's Quick Reads lab teaches students comprehension and fluency, and is coordinated through ULSS.

Jefferson's after school intervention program, Afterschool Learning Program (ALP) is taught by site teachers and offers students extended learning time during after school classes. Students are identified for classes that meet during 6 week cycles throughout the school year and are pretaught grade level curriculum in advance of the regular education curriculum schedule.

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

Meetings between preschool teachers, teachers and Special Education staff are held to discuss student needs. Jefferson school invites incoming Kindergarten families to a variety of events prior to the start of the school year.

Involvement

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

Students participate in the Afterschool Learning Program that provides academic intervention, Voyager after school program that provides academic support, enrichment and sports, BEARS that provides academic support, enrichment and recreation, and a wide variety of scholarship supported PTA enrichment classes including: Gardening,

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

Jefferson School sponsors a variety of parent / guardian workshops and groups throughout the school year that are targeted to identified parent/guardian interest and need. They include: African American Parents Group, Latino Families Group, PTA, Project Color, and the Gardening Club. Workshops focus on reading, math, homework, social skills and bullying, understanding CELDT, report cards, conferencing with teachers, and a host of other topics generated by staff and parents/guardians.

Jefferson School holds yearly Back to School Night, Open House, report card conferences, SST's and IEP meetings throughout the school year.

Jefferson School's Community Meeting and Breakfast brings together over 60% of our parent/guardian community who engage in whole group, and a variety of facilitated small group sessions that give them the opportunity to discuss Jefferson's programs, the learning and social needs of their students, and is instrumental in building connectedness to our school for diverse families.

Jefferson School uses a wide variety of strategies to involve all of our families including: flyers ,mailings to specific families, school wide mailings, monthly newsletter, phone calls, leafletting at all school wide events and programs, coordination with the office of Family and Community Resources, language translation and one to one -in person communication,

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)

Jefferson School's School Governance Council fully participated in the planning, implementation and evaluation of consolidated application programs. The larger community actively participated in evaluation of Jefferson's programs during our Community Meeting.

#### Funding

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

Funding is used for materials to support and increase the academic abilities of second language learners. Teachers are being trained in the newly adopted EL program and all use Guided Reading Plus (enhanced guided reading strategies) daily in their classrooms. English Learner staff development and mentoring are provided by a District-paid English Learner Coach

DAta guides the work of the entire staff including the Reading Recovery/ Literacy Coach Teacher and Special education teachers (RTI Team) who instruct all in the techniques of in-class guided reading and literacy block curriculum. Three members of RTI teach one-on-one reading strategies to the lowest group of students in 1-5th grades. .

Underperforming students receive assistance from RTI teachers teachers and three Instructional Assistants. Their services are coordinated with the classroom teacher to target the same learning goals outlined in the student's Individual Education Plans and regular education plans.

The RTI coordinator implements all RTI services that enables low performing students to have greater access to needed supports so they can be successful meeting standards.

22. Fiscal support (EPC)

Fiscal school support is provided through the BUSD general fund, District and teacher/parent generated grants, parent fund raising, and State and Federal monies. In addition, the city BSEP funds support the school with educational materials, lower class sizes, a Librarian and books, enrichment programs, and physical improvements.

## **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:**

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

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

### **Parents Pledge:**

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

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

### **Staff Pledge:**

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

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

As members of the Jefferson educational community, together as partners, we will uphold the intent of this COMPACT FOR LEARNING.

Positions and Programs for the 2014-2015 School Year  
Jefferson School

**Overview:** The 2014-2015 school year marks the expansion of Jefferson School. We will open 4 new classrooms in the fall and will welcome in approximately 70 new students. Our enrollment will increase from 338 to 402. The increase in enrollment requires some changes to our program, especially with 100 of the students next year being in TK and K. Jefferson will continue to increase our opportunities for students as funding increases through grants, donations and other funds and partnerships.

1. RTI Teacher/Coach- .5FTE- The RTI Teacher/Coach will serve students in small groups as identified through data analysis, teacher input and other needs assessments. This position includes coordination of an array of student services including: Health Screenings, support for McKinney Vento students, General Assistance to Families with referrals and direct support for basic life needs (food, transportation, eye glasses, counseling, school assignments) The position includes SST coordination and close case management for all students who are on the case load. The RTI Teacher/Coach will work with teachers to coach them on full implementation of RTI strategies within the regular education classroom, and will team with the Special Education team to coordinate classroom based and other services for students with special needs.

2. English Language Development Teacher/Coach- .7 FTE- The ELD teacher teaches Systematic ELD to English Language Learners, at their specific CELDT level, in a small group setting in the English Language Lab classroom. The position includes all CELDT testing. The program is both push-in and pullout and is designed to be closely tailored to student need. The teacher also coaches classroom and special education teachers in English language acquisition strategies that can be implemented by these staff members. The ELD teacher coordinates ELAC, co-presents parent/guardian workshops with the Literacy Coach/Teacher, and is the liaison between ELL families and the school.

3. Literacy Coach/Teacher- 1.0 FTE- The Literacy Coach/Teacher teaches early literacy groups at the K-3 level, coordinates BUILDS tutors and all literacy volunteers, coaches staff members, is a member of the RTI and Leadership Teams. The position includes monitoring literacy data and implementation of TCRWP, LLI, Quickreads and other literacy programs. The Literacy Coach/Teacher is our staff liaison with the district Literacy team.

4. Instructional Specialist Physical Education (ISPE)- The ISPE coordinates all yard activities and equipment for morning recess periods. The ISPE supervises students from 9-11 am every day.

5 Physical Education Coach/ YMCA support staff- The PE Coach works with classroom teachers to offer one 45 minute PE period to all Jefferson students each

week. The PE Coach organizes group activities (games, sports, physical skills) during all morning and lunch recess periods.

6 School Counselor--.45 FTE- Bay Area Community Resources- BACR counselor(s)- offer individual and small group counseling services to students identified by the RTI team or by teacher and parent/guardian referrals. The BACR counselor coordinates the Jefferson Peacemaker Conflict Management Program and the Jefferson Service Learning Club for students in grades 2-5. The counselor is a member of the RTI team.

7. Family Liaison- .4 FTE This position, funded by LCAP, will be new to Jefferson for the 2014-2015 school year.

8. School Tutors- A host of community volunteers offer daily tutoring to individual students and are coordinated by the Literacy Coach/Teacher and by classroom teachers.

9. After School Learning Program (ALP)- The ALP program is the umbrella over all acceleration/remediation programming scheduled for after school. Jefferson teachers exclusively teach ALP. Teachers are paid the teacher hourly rate. ALP offers up to 400 hours of extra instruction and support to high need students. ALP runs all year long and serves up to 50% of our student population. Classes are based on student needs and are designed to pre-teach grade level content in advance of regular classroom instruction so students are accelerated. This builds student self-esteem in addition to supporting students to make growth towards grade level proficiency. ALP offers classes in the following areas: Math, Science, Reading, Writing, Computer Skills, Literacy through Drama, Homework support, English Language Development, Mentoring

10. Quickreads Lab- This research-based program developed increases comprehension of complex text with an instructional routine proven to build content area vocabulary, background knowledge, and fluency at each student's reading level. Volunteers trained by the Literacy Coach/Teacher and support students in grades 3-5 who are reading below grade level proficiency staff the Lab. Each year Jefferson purchases materials for the Quickreads Lab.

11. BUILD Tutors- BUILD matches each child with a personal UC Berkeley student-reading tutor. Each tutor meets with a student at least twice a week for 30-45 minute long sessions that include reading for fun and quick skills practice in either word work, fluency, or reading comprehension. Tutors work with students for the entire academic year. BUILD is coordinated and supervised at the site by the Literacy Coach/ Teacher.

12. SAGE Mentors- The Sage Mentorship Project) is a one-on-one mentoring program that brings up to 20 UCB students to Jefferson each week to mentor and

tutor students in our general education classrooms. SAGE is coordinated on site by the RTI Teacher. SAGE tutors work during school and after school hours and may assist in coaching for Jefferson's sports teams.

13 Jefferson Afterschool Zone (JAZ)- Jefferson is the only BUSD elementary school with a non-profit coordinated after school program. JAS is coordinated by Bay Area Community Resources and offers after school care for up to 170 students each day. Jefferson School does not have the district wide LEARNS program as we were not written in to the grant over 15 years ago JAZ offers a wide array of enrichment classes and homework support.

14. BEARS- The BEARS program provides academic support and enrichment/recreation activities both before and after school. BEARS is a BUSD coordinate after school program and serves approximately 25 low-income students.

15. PTA Enrichment Classes- Jefferson's PTA offers weekly enrichment classes in a wide variety of areas: visual arts, photography, math, computer skills, drama, chess, Mandarin, performance arts and more. The PTA offers \$9,000 dollars in scholarships each year, in addition to those offered by individual enrichment teachers.

16. City of Berkeley Sports- Jefferson's basketball, football and soccer teams are a joint effort between the COB and the JAZ program. COB also offers sports on site for lower grade students in Frisbee, T-Ball, and other activities suitable for our youngest children.

Other School Supports:

17. Parent Engagement- Jefferson School staff coordinate the Jefferson Black Families Group, ELAC, and other programs and committees designed to address community inclusiveness and the building of community wide cultural competency. This year the SGC coordinated the Jefferson School Community Meeting and Pancake Breakfast. Over 150 parents/guardians attended the half-day meeting this year, which was staffed by over 40 community volunteers and Jefferson and BUSD staff members. Jefferson parents/guardians join district committees such as DELAC, LCAP Advisory, Gardening, and P&O committees. Jefferson's PTA is an active and involved parent/guardian group. Parents/guardians are on site committees such as: School Governance Council, Grants Committee, Project Color Arts, Construction Site Committee, Garden Committee, Science Committee, and the PTA.

18. Parent/Guardian Workshops: Throughout the school year Jefferson staff offers a variety of workshops for parents/guardians in all areas of academics and social emotional development.

19. Staff Development: Staff development includes books for Jefferson's Professional Learning Community (PLC), funds for teacher visits to model TRWP, Toolbox and SOU classrooms, funds for conference attendance. The regular teacher PLC meets throughout the school year. Substitutes are used to cover regular education classrooms so teachers can further their expertise in the areas listed above. PLC's focus on implementation of the Equity Rubric and on specific strategies designed to address the race, class and language based "achievement gap". PLC's focus on building culturally competent practices and communities within classrooms and throughout the larger school community.

20. Annual Staff Retreat- Each year Jefferson's staff, including after school staff and classified staff members, attend the 2 day annual staff retreat. Retreat focus areas: Equity Rubric, all curriculum areas, team building, PBIS, Welcoming Schools and more. The staff retreat is held at the Marconi Center or at an East Bay Parks location.

21. TIP Funds- Teacher Initiated Professional Development Funds are used to support teacher initiated projects such as teacher inquiry on areas including: Post Traumatic Stress Syndrome, Use of Technology, Math Enrichment and more.

22. Technology- Funded by BUSD and PTA funds, Jefferson strives to increase technology use at our school. Each year we add on to our equipment so that each classroom will have technology appropriate to the grade level including: document cameras, LCD projectors, IPADS, Apple TV, Chromebooks, and programs for student use. Jefferson offers a computer class in our PTA after school program and JAZ students practice keyboarding and math skills using the chrome books.