

# The Single Plan for Student Achievement

## LeConte Elementary School

School Name

01-61143-6090278

CDS Code

Date of this revision: 05/21/2014

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

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The District Governing Board approved this revision of the School Plan on June 17, 2014.

# I. Consolidated School Plan for Educating The Whole Child

<b>School Name:</b> LeConte Elementary School	<b>School Year:</b> 2014 - 2015
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**Summary of School Goals:**  
 LeConte's school goals were developed in conjunction with BUSD's 2020 vision, a comprehensive plan for closing the achievement gap. All major components of the vision related to achievement are addressed and as outlined within the Essential Program Components: curriculum, instruction, assessment, and intervention. Curriculum goals are standards based. Instructional goals specify the types of professional development, collaboration, and classroom practices required to promote achievement. Assessment goals include not only the use of multiple measures to evaluate student progress but also projected percentages of expected proficiency for each subgroup. Assessment is linked with the intervention goals in that the data is used to diagnose learning needs, identify students in need of intervention, develop intervention programs, and determine additional professional development training. In addition to the academic goals, school goals include action steps to foster parent involvement and instill a school culture that serves the emotional and social needs of LeConte's students.

District/School wide goals are as follows:

1. Increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum and aligned assessments. Develop ability to utilize instructional practices that are culturally relevant and differentiated to adapt to a wide range of students' preferred learning and communication styles, culture, socio-economic status, interests, behavior, linguistic characteristics, and achievement levels.
2. Implement strategies to engage students in their learning and interventions to eliminate barriers to student success. Design and implement an English language development program to improve the achievement of LeConte's English learners. Implement Response to Intervention program to provide early intervention for students who are not meeting grade level standards, especially African/Black American students with high attendance but whose scores show low achievement.
3. Establish Partnerships with our families and community to increase academic success for all students while ensuring that all systems are culturally and linguistically responsive to the needs of our students and families.

**Site Committee Representatives:**

Parents/Community	Staff
(Chair): Sally Grant & Kevin Jude	(Principal): Veronica Valerio
(Co-Chair, if applicable): Sally Grant & Kevin Jude	(Teacher): Yusef Auletta
Christina Sanders	(Teacher): Silvia Torres
Grace Kong	(Teacher):
Minerva Tirado	(Classified): Brazil McIntyre
August Fern	

**Signatures required for the following:**

BSEP Planning & Oversight Committee Representative:

Chris Martin

DELAC Representative (District English Learner Advisory Committee):

Jose Valencia

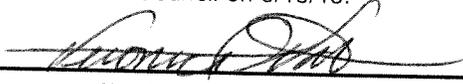
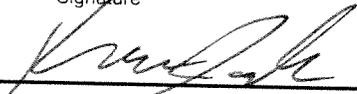
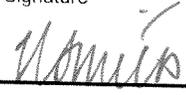
## II. Recommendations and Assurances

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

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

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 4/25/13.
8. This school plan was adopted by the School Governance Council on 5/15/13.

Veronica Valerio Principal		6-9-14 Date
Sally Grant & Kevin Jude School Governance Council Chair		6.9.14 Date
Christina Faulkner Director, Curriculum & Instruction		6-16-14 Date
Natasha Beery Director, Berkeley Schools Excellence Program		6/16/14 Date
Neil Smith Assistant Superintendent, Educational Services The Single Plan for Student Achievement		6/16/14 Date

### **III. School Vision and Mission**

#### **LeConte's Vision Statement**

LeConte students will become enthusiastic and successful learners, allowing them to master fundamentals, take risks, and tackle intellectual challenges. Our positive school culture and community building activities will help improve students' self-esteem and their ability to develop compassion, empathy, understanding of differences, and problem solving skills.

#### **LeConte's Mission Statement**

Our students will meet or exceed grade level standards in an engaging, safe environment where learning is meaningful and students are valued as learners and individuals. We will use diverse tools and hands-on activities to guide instruction and holistic, appropriate forms of assessment and intervention to ensure students are learning. We will know if we are succeeding when students can communicate and perform their knowledge in a variety of ways. Finally, we are committed to recognizing and communicating the positive in each individual student.

#### IV. School Profile

LeConte has an enrollment of approximately 350 students. Seventeen classroom teachers and about 40 staff who provide support services that include but are not limited to intervention/tutoring, reading instruction, counseling, occupational and speech therapy, after school activities, etc. Of the approximately 350 students, 19% are African-American, 5% are Asian, 39% are Hispanic or Latino, 24% are White, and 10% are two or more races/other. The ethnic diversity of the school contributes greatly to its linguistic diversity. There are students who speak Arabic, Chinese, French, Japanese, Korean, Norwegian, Spanish, Urdu and Swedish. Because LeConte has such a range of learners, teachers are trained to teach the Common Core State Standards in Literacy and Math, and provide English Language Development instruction to all students. All students, regardless of physical, social, or cognitive differences, are fully included in the regular education classes.

LeConte is the only elementary school in BUSD that offers the Two Way Immersion (TWI) program in Spanish and English which means we will host students and families from the various zones in BUSD. While our communities have embraced both programs, it is a community in transition. LeConte has embraced the challenge of balancing the needs of students enrolled in the two way immersion program and the English only program as it gradually transitions into a full a two way immersion program. Traditionally there are three classes of students per grade level, kindergarten through third. Therefore, during the 2014-15 year all kindergarten and first grade classrooms will serve students enrolled in two way immersion classes, and one of the 2nd through 5th grades will have an English only track of students. Unlike most BUSD elementary schools, LeConte has traditionally enrolled a high percentage of students whose families qualify for free or reduced lunch which is 56% this year. Therefore, the school relies heavily on its PTA to raise funds that are used to provide additional instructional materials, professional development for teachers, supervision, student incentives, field trips etc. With the exception of three males, all other classroom teachers are female.

As of September 2014, LeConte will have been in Program Improvement for six years. However, given the influx of talent, energy, and support from our teachers, the motivation, team building and drive from current staff, and the staff's focus on becoming a professional community of learners who take responsibility of all children, students' benchmark assessments and test scores continue to show improvement. Teachers have not only taken on various leadership roles to plan lessons designed to align instructional practices but also developed systems to monitor achievement through early intervention and protocols to address and track academic and behavioral needs. For continued growth and improvement, teachers and staff will continue to collaborate as professional learning communities to provide targeted instruction to meet students instructional and behavioral needs. The challenge for students in the two way immersion program will be to master the Common Core State Standards in both Spanish and English. Our General Education staff, Special Education staff, the Positive Behavior Support and Response to Intervention Teams will work closely with the principal as they input and use data to monitor students' behavioral and academic progress. Staff recognizes that the achievement of African American and Latino students is still very low compared to other sub-groups. To address this issue, LeConte's literacy coach, ELD Teacher, Intervention Teacher and staff members from different grade levels will continue to attend trainings to improve their ability to provide targeted literacy, math, and Systematic English language development instruction. Staff members will also be encouraged to attend the culturally responsive training's provided by outside organizations with the established goal of helping teachers not only become more aware of practices to eliminate barriers for many students of color but also to develop practices that use students' backgrounds and prior knowledge so that curriculum has more relevancy and meaning. As a result of more parent involvement and a newly hired staff of experienced and hard-working personnel, this year's benchmark assessments show that students' are improving academically in reading and mathematics. LeConte met the goal of achieving an 800 or higher using the API from the 2012-13 academic year.

## **V. Comprehensive Needs Assessment Components**

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

See Data Analysis Report.

### **B. Surveys**

The 2014 LeConte Family Survey (written in English and Spanish) was made available to families through an online service (Monkey Survey) and through hard copies that were given to students to deliver to their parents/guardians. Two hundred and twenty completed surveys were returned; this amount represents approximately half of the number of students enrolled at LeConte. Fifty-three percent of the completed surveys were from families enrolled in the Two Way Immersion program and 47% were from families enrolled in the English program; 36% of the respondents were Caucasian/White, 9% were African-American, 17% were Bi-racial, 28% were Latino, 4% were Asian American, 1% were Asian Indian, 3% were Middle Eastern, almost 1% Southeast Asian, and almost 1% Native American. Answers by grade level were fairly well distributed, with fourth grade being a bit low. Next year, all teachers will be reminded to keep track of the surveys returned and provide incentives for students or make returning the surveys a homework assignment so that the responses are representative of at least 80% of the entire school. While 88% of the families feel welcomed and connected to LeConte and 91% believe their child has a meaningful and caring relationship with at least one adult at LeConte, comments from families expressed concerns about the lack of time their children have to eat lunch, some bullying on the playground, unclean restrooms, lack of challenging work, too much or too little homework, and lack of support for students below and above grade level. Some parents also expressed a desire for more communication and more contact with the principal. Some of these concerns have been addressed, such as the lunch period. Lunch time procedures were changed so that students are given at least 20 minutes to eat. The procedure for distributing lunch cards has also been streamlined and behavior issues addressed, in order to create a more orderly lunch time. LeConte's School Governance Council decided to employ services from the Playworks organization to help remedy some of the recess issues around bullying and inappropriate play. Playworks recess supervision began in the fall of 2012; a few teachers and staff received a 12 hour recess supervision training. To address concerns about meeting the needs of students who need academic support and those students who are advanced, tutors were hired and students were given several opportunities to express their writing, artistic, speaking, mathematics, spelling, etc. talent throughout the year. With the support of a Response to Intervention lead teacher and the Literacy Coach, students who need more support with reading, mathematics, and learning English are targeted for early intervention and progress monitoring. There are enrichment opportunities available for students who excel academically, both within the classroom and through school-wide activities. Custodians have been reminded to check and clean the restrooms more frequently and students will be shown how to maintain the restrooms throughout the year. Some of the families favorite things about LeConte include the family festivals and celebrations, PTA classes, Farm & Garden classes, TWI program, after school care, the diversity, and how much adults care for the children.

### **C. Classroom Observations**

The site principal conducts informal visits to classrooms. Formal observations for the purposes of teacher evaluation are completed as required. Observations are documented and shared with the teachers as a reflective tool. In accordance with the district's practice, teachers also receive informal notes periodically. These notes are used to highlight instructional practices that demonstrate a positive impact on student learning. The literacy coach also conducts informal observations in accordance with the requests of the teachers. For the past few years, teachers have observed one another and debriefed their observations offering feedback to their peers about student engagement and instructional practices. Additional observations are conducted by support staff who are seeking specific data for teachers, such as student behaviors, classroom management systems, etc.

### **D. Student Work and School Documents**

Student writing is posted in all classrooms and maintained in student folders in most classrooms. All teachers have a record of the students' writing progress overtime. Classroom teaches display student work throughout the hallways and display work inside the classrooms. A completed portfolio of assessments in all content areas is passed on the next year's teacher. School documents include all benchmarks assessments, work samples, photos of student work and performances, etc.

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

National and local assessments are used to modify instruction and improve student achievement:

Local and national assessments provide data to determine student mastery of Common Core State Standards and drive instructional practice to meet student's needs. 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 formative assessments provide classroom 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 and writing guide instruction. Reading assessments are administered as frequently as needed to monitor students' comprehension and fluency levels. Assessments for spelling (BEAR, DOLCH), reading (Running Records), and math are also used to document 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 been instrumental in guiding teachers' ability to develop goals and monitor the progress of targeted students; students who need most support with mastering grade level standards.

The California English Language Development Test (CELDT) is administered to all English learners each fall to assess their level towards becoming proficient in English. All teachers have used ADEPT to assess students language proficiency as a progress monitoring tool. All assessments guide the individualized development of curriculum units, instruction, and strategies. Staff meetings and whole day grade-level meetings are provided for teachers to analyze student data, develop targeted plan lessons that are standards-based, and that support the need of every child. Local math assessments are given at the end of each module. Our Math Teacher Leader provides assistance to teachers and shares district level advances on the Math Common Core.

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

Some of the barriers related to achievement of the school goals are as follows:

- 1) lack of instructional minutes to serve students who need more time to learn
- 2) punctuality and attendance issues for some students
- 3) gradual transition to TWI consolidated site, shift in staffing over time
- 4) wide range of students' skills within classrooms
- 5) varying ability of families to assist their children with homework and general learning;
- 6) a need for more experience/training on working with diverse student populations;
- 7) need for additional training on use of technology
- 8) issues on playground and, at times in classes, which takes away from instructional time
- 9) punctuality and attendance issues for some students

## 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	197	212		50	54		44	44		11	15	
Growth API	816	830		896	932		776	764		875	835	
Base API	784	816		861	895		718	777		868	884	
Target	5	A			A							
Growth	32	14			37							
Met Target	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	70	73		64	56		103	104		20	20	
Growth API	765	792		745	734		766	751		647	577	
Base API	743	765		706	747		722	766		593	647	
Target	5	5		5	5		5	5				
Growth	22	27		39	-13		44	-15				
Met Target	Yes	Yes		Yes	No		Yes	No				

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

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

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	60	60	
Percent with Prior Year Data	100.0%	98.3%	
Number in Cohort	60	59	
Number Met	36	31	
Percent Met	60.0%	52.5%	
NCLB Target	56	57.5	
Met Target	Yes	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	68	12	70	15		
Number Met	15	--	15	--		
Percent Met	22.1%	--	21.4%	--		
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	Yes	*	Yes	*		

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

**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	97	100		100	100		96	100		100	94	
Number At or Above Proficient	107	116		37	41		21	16		8	10	
Percent At or Above Proficient	54.6	54.7		74.0	75.9		47.7	36.4		72.7	66.7	
<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		No	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	96	100		96	100		96	100		87	100	
Number At or Above Proficient	26	31		22	16		43	38		8	4	
Percent At or Above Proficient	37.7	42.5		34.9	28.6		42.2	36.5		42.1	20.0	
<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	Yes	Yes		Yes	No		Yes	No		--	--	

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

**Table 4: Mathematics Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	98	100		100	100		96	100		100	100	
Number At or Above Proficient	136	146		42	47		28	27		9	11	
Percent At or Above Proficient	69.0	68.9		84.0	87.0		63.6	61.4		81.8	73.3	
<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	98	100		98	100		97	100		91	100	
Number At or Above Proficient	41	44		35	30		62	56		9	5	
Percent At or Above Proficient	58.6	60.3		54.7	53.6		60.2	53.8		45.0	25.0	
<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	Yes		Yes	No		Yes	No		--	--	

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

**Table 5: California English Language Development (CELDT) Data**

Grade	California English Language Development Test (CELDT) Results for 2012-13										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>					*****	***					*****
<b>1</b>	1	10	7	70	2	20					10
<b>2</b>			4	50	4	50					8
<b>3</b>			3	19	6	38	5	31	2	13	16
<b>4</b>	1	10	3	30	5	50	1	10			10
<b>5</b>	3	20	6	40	5	33	1	7			15
<b>Total</b>	5	8	23	38	23	38	7	12	2	3	60

Grade	California English Language Development Test (CELDT) Results for 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>1</b>	2	17	2	17	6	50	1	8	1	8	12
<b>2</b>	1	10	3	30	5	50	1	10			10
<b>3</b>	3	38	3	38			2	25			8
<b>4</b>	2	12	7	41	7	41	1	6			17
<b>5</b>	1	10	8	80	1	10					10
<b>Total</b>	9	16	23	40	19	33	5	9	1	2	57

## **VIII. Planned Improvements in Student Performance**

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

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

### **Goal #1: ACADEMIC ACHIEVEMENT**

#### **Goal Statement:**

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

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

All Kindergarten through Fifth Graders  
English Language Learners (EL)  
African-American Students (to address disproportionality)  
Special Education Students  
Students who demonstrate excessive absences or suspensions  
Homeless or foster youth  
Grades 2-5 scoring below grade level on local assessments  
Students who are achieving at higher levels and who need enrichment

#### **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 / SST Meetings  
Professional Learning Community (PLC) Data Meetings  
Literacy Release days, 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

California English Language Development Test (CELDT)  
 Teacher College Reading and Writing Project Assessment (TCWRP)  
 Re-Designation (RFEP) Records

**Total Expenditures in this Goal: \$81,943**

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

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>1. To improve the English language arts (ELA) and mathematics achievement of all subgroups, especially subgroups performing below grade level:</p> <p>Curriculum and Instruction</p> <p>1. All teachers will ensure implementation of a Common Core State Standards in Literacy, History, Science and the technical subjects by using using district adopted. TCWRP materials and other supplementary materials will be used within a dedicated literacy block.</p> <p>2. District wide benchmark assessments will be used, along with on-going monitoring within classrooms, to plan instruction and follow students' progress.</p> <p>3. Instructional materials will be purchased and as needed and used by all teachers as required by the Common Core State Standards literacy programs and math programs.</p> <p>4. A .8 4th-5th grade intervention teacher/RTI case manager will provide intervention to students at this level according to needs determined by grade level teams.</p> <p>Collaboration and Support:</p> <p>1.Literacy coach will demonstrate lessons, observe and coach teachers and provide intervention for students who need additional support.</p> <p>2. School is refining it's Professional Learning Community model by allowing Teachers to attend three literacy release days to analyze student data, and plan targeted lessons for instruction to ensure all students are proficient learners.</p> <p>3.Leadership Team (LT) and Rtl teams will meet once a month to discuss and monitor progress towards meeting goals based on student data.</p>	August 2014 to June 2015	1102: Certificated – Monthly	Literacy Coach - 1.0 (.25 FTE Title I)	Title I 21,122
		1102: Certificated – Monthly	.8 Intervention/RTI Teacher	
		5200: Conference & Travel	Professional development funding set aside for teacher training	BSEP 3,000 TIP 1,787
		4300: Instructional Materials & Equipment	Instructional materials	BSEP 5,000 Title I 1,784
		1102: Certificated – Monthly	Sub coverage - Literacy Release Days or Professional Development	BSEP 5,000

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>4. Teachers will conduct peer observations to observe best practices and implement in their instructional practice.</p> <p>Professional Development and Assessment</p> <p>1. Teachers will have the opportunity to attend conferences or other training in order to support their work in TWI, Common Core, RTI, ELD and Equity.</p>				
<p>2. Action #2 To provide specific differentiation for students at/above or below grade level in literacy or math.</p> <p>Differentiation and Classroom Intervention</p> <p>1. All teachers will be trained to differentiate instruction for all learners to ensure that students instructional needs are met based on their literacy or math scores.</p> <p>2. Three Bilingual Tutors will be hired to support teachers' work with students who need support.</p> <p>3. Volunteer tutors will work with small groups of students in grades K-5 in literacy or mathematics.</p> <p>4. Enrichment activities such as Math Olympiad, Spelling Bee and Oratorical Performance will provide opportunities for students to excel.</p> <p>Collaboration and Support</p> <p>1. Our full inclusion specialist will model lessons for general education classroom teachers and will collaborate regularly with general education teachers to create modifications or accommodations in lesson for all students.</p> <p>2. RTI case manager will meet with teaching staff, support staff and parents to determine strengths and needs of students and develop strategic approaches.</p>	August 2014 to June 2015	2116: Classified – Hourly	RTI classified staff after school - 4 teachers at 20 wks. for 2 hrs. at \$20 (using After School mtg. to supplement)	BSEP 9,000 Title I 2,190
		2146: Tutors – Hourly	2 Tutors/15 hours a week, 36 weeks at \$15 per hour TBD	
		1116: Certificated – Hourly	Curriculum Development	BSEP 3,000
<p>3. Action #3 To insure that English language learners (ELL) have access to and are able to perform at proficiency levels</p>	August 2014 to June 2015	1102: Certificated – Monthly	1.0 FTE ELD/TWI teacher	BSEP 27,660

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>on all assessments</p> <p>Curriculum and Instruction</p> <p>1. Each grade level team will develop EL groups based on the students' CELDT levels; students in each grade level will receive ELD instruction in accordance with the CELDT level from one or all of the teachers at least 30 minutes per day. This will take place during a Language Lab block.</p> <p>2. CELDT testing will be done by a team of staff members on campus and results will be shared with teaching and support staff and parents. ADEPT (A Developmental English Proficiency Test) will be administered to all students twice a year as a progress monitoring tool to determine student's language proficiency.</p> <p>3. Bilingual tutors will assist with Spanish support and ELD support.</p> <p>Support and Assessment</p> <p>1. All teachers will analyze literacy, math, ADEPT or CELDT scores monthly during PLCs with the support of the literacy coach and ELD/TWI coordinator to determine students instructional needs and plan for instruction.</p> <p>2. The ELD Teacher will teach small groups of EL students during the day in addition to observing teachers, providing feedback, coaching and planning support.</p> <p>Professional Development</p> <p>1. The ELD coach and additional staff members will provide professional development for classroom teachers to improve ELD instruction.</p> <p>2. All new teachers will attend the Systematic ELD training provided by E.L. Achieve.</p> <p>3. All 4th - 5th grade Teachers will attend the Constructing Meaning training provided by E.L. Achieve.</p> <p>5. Literacy Coach &amp; one classroom teacher will attend the California Reading Literacy Project training to provide transferability of skills training to K - 5 TWI</p>		4380: Other / Reserve	Personnel Variance	BSEP 2,400

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

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>teachers.</p> <p>6. The Family Engagement and Equity Coordinator, the Literacy Coach and Principal will help parents/guardians understand students' progress toward redesignation (fluency in English-speaking, listening, reading, and writing), and what is required for a student to be redesignated. District resources will be available to help parents/guardians support this process.</p>				

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
<b>Total Expenditures in this Goal:</b>	\$55,060	\$25,096	\$	\$	\$	\$1,787	\$

## **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  
English Language Learners (EL)  
African-American Students (to address disproportionality)  
Special Education Students  
Students who demonstrate excessive absences or suspensions  
Homeless or foster youth  
Grades 2-5 scoring below grade level on local assessments  
Students who are achieving at higher levels and who need enrichment

#### **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 curriculum and monitoring tools 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 / SST Snapshot Meetings  
Positive Behavioral System (PBS) Meetings  
Other Collaboration / Staff Meetings  
Teacher / Parent / Student Conferences  
Professional Learning Community data meetings

#### **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  
Participation in enrichment activities

#### **Total Expenditures in this Goal: \$52,250**

### Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>1. Action #1 Certificated teachers and support staff will provide enrichment and extended learning opportunities that build on students' interests and diverse backgrounds to motivate and engage students.</p> <p>Instruction and Enrichment</p> <p>1. A .31 FTE Farm and Garden will be hired.</p> <p>2. All fourth grade students will experience an overnight curriculum based field trip.</p> <p>3. Students in grades K-5 will attend field trips that will enrich their educational experience.</p> <p>4. Students will have physical education instruction provided by classroom teachers and the YMCA.</p> <p>5. First and second grade students will continue to have art instruction once a week by a certificated specialist.</p> <p>6. Third through fifth grade students will continue to have instructional music instruction by certificated musicians: third has music once per week, fourth and fifth grade has music two times per week.</p> <p>7. Fourth and fifth grade students will continue to have art instruction once a week provided by a certificated art specialist and science instruction by a certificated teacher once per week.</p> <p>8. The literacy coach, ELD/TWI teacher, BUSD staff and principal will provide teachers with ideas and resources to differentiate instruction based on content, cooperative groups, and projects.</p> <p>9. Grade level teams will create a homework policy that will be communicated to families during Back to School Night.</p> <p>10. All students will have access to and use classroom and laptop computers.</p> <p>11. Two family focused assemblies, with the goal of reflecting the multiple cultures and ethnicities within the LeConte community will be held.</p> <p>12. Enrichment activities such as: Oratorical</p>	August 2014 to June 2015	2102: Classified – Monthly	.31 FTE Farm & Garden person TBD .42 28,7770	BSEP 5,130
		5800: Contracted Services	Fourth grade overnight field trips (PTA) K-3 field trips - admission costs	BSEP 2,500 PTA 4,000
		5751: BUSD Buses	Field trips - transportation costs (\$3,000)	
		1116: Certificated – Hourly	Teacher curriculum development	
		4380: Other / Reserve		

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
Performance and Math Olympiad will provide avenues for expression.				
<p>2. Action #2 To provide a safe environment and improve school culture using strategies proposed by the Positive Behavior Support Program (teachers model and teach respectful behavior - how to behave in the classroom and common areas, how to respectfully respond to others, etc.)</p> <p>Curriculum and Reinforcement of Positive Behaviors</p> <p>1. A .4 Counselor will be hired to provide direct support services to students.</p> <p>2. Five noon supervisors will be hired using district funding, K-5 lunch hours, 10 hours per week. Training will be provided to noon supervisors.</p> <p>3. Recess supervision will be provided by Berkeley YMCA; students will learn conflict resolution skills and noncompetitive, cooperative games that limit bullying behavior and receive P.E. instruction.</p> <p>4. Positive Behavior Support (PBS) systems using Tool box Curriculum will be implemented.</p> <p>5. Teachers will work on community building and introduce rules of conduct and school-wide expectations (be safe, be respectful, and be responsible) from Day 1.</p> <p>6. Buddy classes will be established in November; primary students and upper grade students will practice and learn academic and social skills from one another.</p> <p>7. All teachers will reinforce positive behaviors by issuing "Panda Paws" and will provide students with monthly prizes where Panda Paws can be redeemed.</p> <p>8. An active Student Council will be established by January and coordinated by a classroom teacher.</p> <p>9. All teachers will teach at least three lessons from the Welcoming Schools curriculum.</p> <p>Professional Development: Classroom Management and Discipline</p>	August 2013 to June 2014	1102: Certificated – Monthly	.4 Counselor TBD 15,428 PTA	BSEP 15,430
		5800: Contracted Services	Berkeley YMCA	PTA 22,000
		1116: Certificated – Hourly	Student clubs Afterschool program	BSEP 1,000
		2116: Classified – Hourly	5 supervisors total, 10 hours per week	
		4380: Other / Reserve	Other/ Reserve	

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>1. All Teachers, Counselors and Family Equity &amp; Engagement Coordinators will attend the district wide Toolbox Positive Behavior Intervention Curriculum Training.</p> <p>2. The Positive Behavior Support Team (PBS) team &amp; Leadership team will help teachers develop classroom management procedures and systems that are practiced school wide.</p> <p>3. Teachers will be encourage to attend Cultural Competency Awareness Trainings to promote the understanding of cultural differences by BUSD's district liaison who is designated to provide this type of training or outside organizations.</p> <p>Support</p> <p>1. Various classroom teachers and support staff will facilitate "lunch clubs" and "book clubs" depending upon the needs of the students.</p>				
<p>3. Action #3 To support teachers in developing programs and creating behavior plans to personalize the learning environment for all students, especially students who demonstrate behavioral needs.</p> <p>Leadership Teams and Support</p> <p>1. PBIS discipline data will be inputted into PowerSchool.</p> <p>2. The PBS team will meet twice a month to assess staff's progress toward implementation of discipline protocol, use of "uh-ohs" and will analyze discipline data.</p> <p>3. The SST team will meet 3 to 4 times per month to facilitate meetings with teachers and parents to develop and provide year long support for students who have academic or behavioral needs.</p> <p>4. Berkeley Mental Health specialists will be assigned to students who qualify for services and students who demonstrate emotional or behavior needs; BUSD</p>	<p>August 2013 to June 2014</p>	<p>4380: Other / Reserve</p> <p>5800: Contracted Services</p>	<p>Berkeley Mental Health (\$5,000 COB, \$5,000 BUSD)</p>	

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>contracted for services, no cost to site.</p> <p>5. Provide vision and dental screenings through Berkeley Public Health</p> <p>6. Seek additional mental health providers to serve students who do not qualify for Berkeley Mental Health.</p>				
<p>4. Action #4 To support students' ability to excel in the classroom and develop a stronger connection and bond with our school, we will continue with our after school program/classes</p> <p>Tutoring and Homework Support</p> <p>1.Up to four classified staff members can be hired to tutor students after school, helping struggling students improve ELA, SLA, ELD or mathematics skills.</p> <p>2. BUILD tutors will be hired to help students improve reading comprehension and fluency.</p> <p>3. An instructional technician will be hired to train, coordinate, and monitor BUILD tutors interaction and progress with the students.</p> <p>4. Stiles Hall tutors which provides mentoring and tutoring services for about 35 students will continue to be funded.</p> <p>5. The LeConte LEARNS, LeConte BEARS will continue to provide homework help, enrichment, academic support and tutoring, and sports activities after school, Monday through Friday.</p> <p>6. The LeConte BEARS will begin academic hour and tutoring support immediately after school; PTA and other enrichment classes will occur afterwards.</p> <p>7.The LeConte LEARNS coordinator will assist with organizing intervention classes for students enrolled in the BUILD, Stiles Hall, and tutoring classes provided by classroom teachers.</p> <p>Enrichment</p> <p>1.Students will attend field trips within the LC</p>	August 2013 to June 2014	5800: Contracted Services	BUILD after school tutors (\$2,500 After School program)	
		2116: Classified – Hourly	Afterschool tutors, approx hours @ \$20	PTA 2,190
		5800: Contracted Services	Stiles Halls mentors (\$4,500 Other)	
		5800: Contracted Services	Field trips (\$1,000 Other)	
		4300: Instructional Materials & Equipment	After school (\$1,000 Other)	

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

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>LEARNS after school program.</p> <p>2. Depending upon funding, two to three contractors will be hired to teach enrichment classes and consultants will be hired to facilitate parenting workshops.</p> <p>3.Sports activities will continue, participation in inter-district competitions (football, soccer, and softball).</p> <p>4.All materials required to support the after school program shall be purchased as needed.</p>				

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
<b>Total Expenditures in this Goal:</b>	\$24,060	\$	\$28,190	\$	\$	\$	\$

## **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  
English Language Learners (EL)  
African-American Students (to address disproportionality)  
Special Education Students  
Students who demonstrate excessive absences or suspensions  
Homeless or foster youth  
Grades 2-5 scoring below grade level on local assessments  
Students who are achieving at higher levels and who need enrichment

#### **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: \$3,075**

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>1. Improve written and oral communication between LeConte staff and parents:</p> <ul style="list-style-type: none"> <li>Printed communication will be delivered to each family monthly for each classroom with information specific to each classroom around current curriculum, classroom events, material needs and calendar changes.</li> <li>Parents are encouraged to have direct communication with their child's teachers. Teachers are encouraged to check in with parents at least three times annually. Once in person during parent/teacher conferences in the fall, and two others either in person, over the phone, in writing or email.</li> <li>Monthly updates from principal &amp; PTA to families in Wednesday packet.</li> <li>Professionally translate written communication into Spanish and distribute appropriately.</li> </ul>	August 2014 to June 2015	2116: Classified – Hourly	Parent meetings (food/materials and childcare)	Other 575
		5800: Contracted Services	Translation of written communication from English to Spanish and Childcare TBD 2,000	
		4300: Instructional Materials & Equipment	Student incentives, materials, supplies, and photo copying	PTA 2,500
<p>2. Provide regular Parent Forums and educational events in coordination with the PTA and After-school Program on topics identified as critical by diverse parent groups and/or staff:</p> <ul style="list-style-type: none"> <li>Positive behavior support team &amp; Family Equity &amp; Engagement coordinator will host informational nights about Toolbox curriculum and positive behavior management programs being implemented at the school.</li> <li>Teachers and staff will coordinate to make at least three (3) presentations per year at PTA meetings.</li> </ul> <p>In coordination with the PTA and after-school programs, LeConte will host at least two (2) Family Nights in math, science and/or literacy</p>	August 2014 to June 2015	4380: Other / Reserve		
		2116: Classified – Hourly	Parent Literacy/Math Nights (\$2,000 LEARNS)	
<p>3. LeConte PTA will host a Room Parent and volunteer orientation to provide information on how to best support the classroom teacher and school. (The orientation may be during or in lieu of a PTA meeting.)</p> <ul style="list-style-type: none"> <li>A PTA room parent coordinator and volunteer coordinator will be elected by the PTA and present during orientation.</li> </ul>	August 2014 to June 2015			

### 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 will share ways parent volunteers may help in the classroom and school.</li> <li>• PBIS support team will present PBIS language and strategies for volunteering in the classroom and on the playground.</li> <li>• Invite regular community volunteers to attend</li> <li>• Provide handouts with guidelines for good volunteering practices. Handouts may also be distributed throughout the year for new volunteers.</li> <li>• Teachers will partner with parent leaders to recruit volunteers for school-wide events, and fundraisers.</li> <li>• Classroom teachers will partner with the SGC to solicit a completed LeConte Family Survey from every student.</li> </ul>				
<p>4. Provide a diversity of opportunities for families and caregivers to connect with the school in ways that are positive and result in student growth.</p> <ul style="list-style-type: none"> <li>• Parent groups will continue to organize and/or support regular school celebrations including, but not limited to:</li> </ul> <p>Halloween Harvest Festival            Dia de los Muertos            Latino Heritage Celebration            African American Heritage Celebration            Dia del Nino (Day of the Child)            School Silent Auction            Celebrate LeConte Friday Assemblies            Welcome events for new Kindergarten families</p> <ul style="list-style-type: none"> <li>• Provide vision and dental screenings through Berkeley Public Health</li> <li>• Principal and staff will work with Family Equity &amp; Engagement Coordinator in order to reach out to families.</li> </ul>	August 2014 to June 2015	4380: Other / Reserve		
5. Revisit the school vision and distribute it widely.	August 2014 to June 2015			

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

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
Vision will have a renewed focus on Parent/School partnership.				

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
<b>Total Expenditures in this Goal:</b>	\$	\$	\$2,500	\$	\$	\$	\$575

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

**Goal #4:**

**Goal Statement:**

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

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

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

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

**Total Expenditures in this Goal: \$**

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

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

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

**Goal #5:**

**Goal Statement:**

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

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

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

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

**Total Expenditures in this Goal: \$**

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

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

## Appendix A - Program Summary: LeConte Elementary School

Goal 1 ACADEMIC ACHIEVEMENT	
BSEP	55,060
Title I	25,096
PTA	
EIA-LEP	
EIA-SCE	
TIP	1,787
Other	
<b>Total</b>	<b>81,943</b>

Goal 2 STRATEGIES TO PROMOTE STUDENT SUCCESS	
BSEP	24,060
Title I	
PTA	28,190
EIA-LEP	
EIA-SCE	
TIP	
Other	
<b>Total</b>	<b>52,250</b>

Goal 3 PARTNERSHIPS WITH FAMILIES AND COMMUNITY / CULTURAL AND	
BSEP	
Title I	
PTA	2,500
EIA-LEP	
EIA-SCE	
TIP	
Other	575
<b>Total</b>	<b>3,075</b>

Goal 4	
BSEP	
Title I	
PTA	
EIA-LEP	
EIA-SCE	
TIP	
Other	
<b>Total</b>	

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

Total Expenditures	
BSEP	79,120
Title I	25,096
PTA	30,690
EIA-LEP	
EIA-SCE	
TIP	1,787
Other	575
<b>Total</b>	<b>137,268</b>

Total Allocation*	
BSEP	79,120
Title I	25,096
PTA	30,690
EIA-LEP	
EIA-SCE	
TIP	1,787
Other	575
<b>Total</b>	<b>137,268</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: LeConte Elementary School

Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other	Total
Monthly Tchrs	43,090	21,122						<b>64,212</b>
Hourly Teachers	9,000	2,190						<b>11,190</b>
Monthly Classified	5,130							<b>5,130</b>
Hourly Classified	9,000		2,190					<b>11,190</b>
Coach Stipends								
Hourly Tutors								
Noon Directors								
Materials/Supplies	5,000	1,784	2,500					<b>9,284</b>
Conference & Travel	3,000					1,787		<b>4,787</b>
BUSD Buses								
Contracted Services	2,500		26,000					<b>28,500</b>
Other/Reserve	2,400	575						<b>2,975</b>
<b>Total</b>	<b>79,120</b>	<b>25,671</b>	<b>30,690</b>			<b>1,787</b>		<b>137,268</b>

Appendix C  
 BSEP SCHOOL SITE DISCRETIONARY FUNDS 2014-15  
 LeConte (118)

<b>CERTIFICATED MONTHLY SALARIES &amp; FRINGE</b>			
1102	Literacy Teacher/Coach		
1102	ELD Teacher (.30 FTE)	\$27,660	
1202	Counselor (.20 FTE)	\$15,430	
<b>TOTAL CERTIFICATED MONTHLY:</b>		<b>\$43,090</b>	
<b>CERTIFICATED HOURLY SALARIES &amp; FRINGE</b>			
1116	Subs - Literacy Release/Collaboration	\$5,000	
1116	Teacher Hourly - Curriculum Development (95 hrs)	\$3,000	
1116	Teacher Hourly - After School	\$1,000	
<b>TOTAL CERTIFICATED HOURLY:</b>		<b>\$9,000</b>	
<b>CLASSIFIED MONTHLY SALARIES &amp; FRINGE</b>			
2102	Instructional Assistant		
2182	IS - Garden	\$5,130	
<b>TOTAL CLASSIFIED MONTHLY</b>		<b>\$5,130</b>	
<b>CLASSIFIED HOURLY SALARIES &amp; FRINGE</b>			
2146	Hourly Tutors	\$9,000	
2916	Noon Supervisor		
<b>TOTAL CLASSIFIED HOURLY</b>		<b>\$9,000</b>	
<b>SUB-TOTAL PERSONNEL:</b>			<b>\$66,220</b>
<b>NON-PERSONNEL CATEGORIES</b>			
4300	Instructional Materials	\$5,000	
5200	Travel and Conferences	\$3,000	
5800	Contracted Services - 4th Grade Field Trip	\$2,500	
5800	Contracted Services		
<b>SUB-TOTAL NON-PERSONNEL:</b>			<b>\$10,500</b>
<b>TOTAL EXPENDITURES:</b>			<b>\$76,720</b>
<b>RESERVE FOR PERSONNEL VARIANCE:</b>			<b>\$2,400</b>
<b>TOTAL FY 2014 BSEP ALLOCATION:</b>			<b>\$79,120</b>
<b>(DIFFERENCE):</b>			<b>\$0</b>

**Priorities for anticipated Fall 2014 Carryover:**

- Lit Coach Sub \$8,825
- Materials and Supplies \$10,000
- Teacher Hourly \$1,175

**BSEP FY 2014 Carryover projected to be approximately \$20,000**

**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 : LeConte</b>		Obj #				
A	<b>CERT. TCHERS MONTHLY</b>		0.250			0.250
	Site TSA - Literacy Coach (1.0 FTE, DDF 019)	1102	17,093	-	-	\$ 17,093
	(0.25 = Title I, 0.25 = District BSEP PD 0855, 0.30 = BESP CSR 0841, 0.20 = Lit Coach LCAP)		-	-	-	-
			-	-	-	-
	Subtotal		\$ 17,093	\$ -	\$ -	\$ 17,093
	<b>Fringe Benefits :</b>					
	STRS Monthly	3101	0.09500	1,624	-	1,624
	Medicare	3301	0.01450	248	-	248
	Health/Dental (@ FTE's 1.00)	3401	\$ 13,017	1,284	-	1,284
	SUI	3501	0.00058	10	-	10
	WCOMP	3601	0.02050	350	-	350
	Retiree Benefits	3701	0.03000	513	-	513
	Total		\$ 21,122	\$ -	\$ -	\$ 21,122
B	<b>CERT. COUNSELORS</b>	1202				
						-
	Subtotal		\$ -	\$ -	\$ -	\$ -
	<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	-	-	-
	Total		\$ -	\$ -	\$ -	\$ -
C1	<b>SUBS</b>	1116				
C2	<b>SUBS</b>	1116				
	Subtotal		\$ -	\$ -	\$ -	\$ -
	<b>Fringe Benefits :</b>					
	STRS	3101	0.09500	-	-	-
	Medicare	3301	0.01450	-	-	-
	SUI	3501	0.00058	-	-	-
	WCOMP	3602	0.02050	-	-	-
	Retiree Benefits	3702	0.03000	-	-	-
	Total		\$ -	\$ -	\$ -	\$ -
D	<b>STIPEND</b>	1117				
E	<b>CERT. CURR DEV</b>	1116				
F1	<b>TCHR HOURLY</b>	1116				
F2	<b>TCHR HOURLY (\$2,190, RTI Tutoring, After School)</b>	1116	1,937			1,937
	Subtotal		\$ 1,937	\$ -	\$ -	\$ 1,937
	<b>Fringe Benefits :</b>					
	STRS	3101	0.09500	184	-	184
	Medicare	3301	0.01450	28	-	28
	SUI	3501	0.00058	1	-	1
	WCOMP	3601	0.02050	40	-	40
	Retiree Benefits	3701	0.03000	-	-	-
	Total		\$ 2,190	\$ -	\$ -	\$ 2,190
G	<b>CLASSIFIED SAL MONTHLY</b>					
	Instructional Assistant	2102				\$ -
H	Instructional Specialist	2182				-
I	Clerical Assistant	2402				-
J	After School Coordinator	2402				-
K	School Svc Assistants	2902				-
L	Home School Liaison	2902				-
	Subtotal		\$ -	\$ -	\$ -	\$ -
	<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	-	-	-
	Total		\$ -	\$ -	\$ -	\$ -

**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 : LeConte</b>		Obj #				
<u>CLASSIFIED SAL HOURLY</u>						
M	Instructional Aide	2116				-
N1	Tutors, Bilingual	2146		-		-
N2	Tutors, Bilingual	2146	-			-
O	Instructional Specialist	2183				-
P	Clerical Tech & Office Staff	2416				-
Q	Home School Liaison	2916				-
R	Child Care	2916				-
S	Other Classified	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 (\$1,784, Personnel Variance)	4300	\$ 1,784			\$ 1,784
T2	Instructional Materials	4300				-
T3	Instructional Materials	4300				-
T4	Other Supplies	4350				-
U	Parent Involvement	4350	575			575
	Total		\$ 2,359	\$ -	\$ -	\$ 2,359
<u>TRAVEL &amp; OUTSIDE SERVICES</u>						
V1	Travel / Conference	5200	\$ -	\$ -	\$ -	\$ -
V2	Travel / Conference	5200				-
W	Memberships / Dues	5300				-
X	Postage / Mailing	5910				-
Y	Consultant Contract	5800				-
Z1	Professional Svcs	5800			-	-
Z2	Professional Svcs	5800				-
A1	Salary Reserve					-
	Total		\$ -	\$ -	\$ -	\$ -
<u>CAPITAL OUTLAY</u>						
B1	Equipment (Less than \$5,000)	4400				\$ -
C1	Equipment (Over \$5,000)	6400				-
	Total		\$ -	\$ -	\$ -	\$ -
a.	<b>Total Projected Expenditure</b>		\$ 25,671	\$ -	\$ -	\$ 25,671
b.	<b>Budget Allocation</b>		25,671			25,671
c.	<b>Add : Carryover</b>					-
d.	<b>Total Budget (d = b + c)</b>		\$ 25,671	\$ -	\$ -	\$ 25,671
e.	<b>Projected Balance (e = d - a)</b>		\$ 0	\$ -	\$ -	\$ 0

\* Title I allocation included \$575 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)

State assessments are used to develop goals for our school plan. Based on the CST information, and reading levels, low performing students receive tutoring support during the day from our literacy coach, WI coordinator, tutors, and one teacher who is a trained Reading Recovery Specialist. After school support is provided by classroom teachers, one-on-one literacy/BUILD tutors, and supplemental education services. Students' reading scores are recorded and monitored throughout the year with the goal of ensuring that each student reach the expected reading level. Students who are struggling to achieve the prescribed level receive additional instructional support from the classroom teacher and/or resource specialists. One Reading Recovery teacher works with kindergarten and first grade students providing one-on-one assistance to improve decoding, comprehension, and fluency skills. The Reading Recovery teacher also demonstrates reading strategies and provides coaching to the other kindergarten and first grade teachers. Standards based district developed writing and mathematics assessments are administered three times per year; results are used to revise and improve instructional practices. Teachers meet every month for three to four hours using data and student work to plan and revise lessons and share resources.

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

Every year a comprehensive analysis of standardized tests scores is completed by the site principal with the assistance of district personnel who disaggregate the data and develop charts and graphs that show trends, cohort analysis, and provide a comparison of state, district, and school site data (English language arts, mathematics, academic performance index -API, and science). In addition, all teachers implement district developed benchmark assessments, reading inventories, and textbook end of chapter tests. The state and local assessments are used to evaluate student progress, effectiveness of instruction, and determine required intervention strategies, resources, and materials. All assessments are tools of accountability to improve the school's ability to proactively meet the needs of students who have not mastered grade level standards. All assessments are aligned with the curriculum and California standards.

### Staffing and Professional Development

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

All teachers meet the NCLB highly qualified requirements.

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

The site principal has not completed the training and practicum for Modules I, II, and III. (She does have a PhD in educational administration.)

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

All teachers are fully credentialed or at least have completed a preliminary credential. The adoption of the next English language arts program has not been finalized, therefore, the training required for this program has not been held. Classroom teachers have completed the AB472 mathematics training required by the State.

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

Through district support, teachers have received on-going professional development to implement the mathematics program, Everyday Math, and the reading program, Teachers College Reading Writing Project. The curriculum used in the classrooms and the district developed benchmark assessments are standards based. Teachers have at least 8 hours of collaboration time that is used to score students' writing and analyze mathematic assessment results. Literacy, resource, ELD, and RTI coaches hired by the district also meet with classroom teachers periodically to help teachers monitor student progress, brainstorm best practices for implementing the mathematics program, and demonstrate lessons. Professional development services from the National Equity Project (contractor provided by the district) were used to support teachers as they developed school-wide professional development workshops and peer observation protocols and tools. Teachers are currently involved, district wide, in moving towards the Common Core.

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

See above, literacy coaches, mathematics coaches, an English language development coach, and district provided professional development support teachers' ability to understand, plan, implement, and assess instruction. All teachers have completed the Systematic ELD training. The site literacy coach has demonstrated reading instruction lessons for new teachers, facilitated the peer observation process, arranged for K-4 teachers to observe teachers at other sites implement aspects of the TCRWP (reading/writing program). The coach also developed and facilitated a workshop about the components and strategies that reflect differentiated projects based on learning styles.

8. Teacher collaboration by grade level (EPC)

At least four hours per month are designated for teacher collaboration. During this time, teachers discuss student work, score assessments, participate in standards based workshops, exchange ideas and practices, and use data to plan lessons. Assessments are reviewed at least three times per week; teachers use the results to discuss students' strengths, misconceptions, conduct an error analysis, and plan lessons that may be require modification, review, or re-teaching.

### Teaching and Learning

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

The curriculum used for instruction is aligned with the California State Standards; all adopted materials meet the SBE criteria: Reading/language arts -Houghton Mifflin, Lucy Calkins, and Teachers College Reading Writing Project, Mathematics-Everyday Math, Science-FOSS kits, Social Studies-Pearson Learning. While some students are advanced readers with immense vocabulary usage other students struggle with reading and need more support with basic decoding and comprehension skills. Teachers are still learning how to develop a balanced reading program to meet the reading needs of all students. We will be moving towards the Common Core.

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

It is the district's goal to serve the needs of the "whole" child which includes addressing nutritional needs and enrichment; both require several minutes within the instructional day. Most students read or are read to during breakfast. Extra-curricular teachers try to bring in ELA/Math concepts.

11. Lesson pacing schedule (EPC)

Teachers are following the district created pacing guide for mathematics. Mathematics teacher leaders from each school site use teachers' feedback about the timing, scope, and sequence of the guide so that it not only supports coverage of the content but also gives teachers enough time to insure mastery and understanding. Key concepts and standards need to be more clearly delineated so that teachers can adequately teach standards that are required for success in mathematics.

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

All students have the required materials, one textbook per student per content area.

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

All classroom teachers are using the SBE-adopted mathematics instructional materials. Due to the diversity of the needs of our student population and the needs of the students in our Two Way Spanish Immersion (TWI) program, teachers are required to supplement the SBE reading/language arts curriculum with materials to teach in English and Spanish. Teachers use components of the SBE-adopted reading/language arts materials, such as grammar and decoding skills books. The reading intervention materials include leveled non-fiction reading books and mathematics intervention workbooks that target specific skills, such as multiplication, subtraction, fractions, etc.

Opportunity and Equal Educational Access

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

Classroom teachers use routine end of the chapter tests and benchmark assessments to evaluate and student performance and develop lessons based on the results. Students who are underperforming are taught in small groups by classroom teachers, the literacy coach, or special education support teachers during the day or after school by classroom teachers. Lessons and homework still need to be differentiated to serve the academic needs not only underperforming students but also high performing students.

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

Research-based educational practices include the use of Reading Recovery, reading inventories, phonics and phonemic awareness instruction, English language development and Guided Language Acquisition Design strategies, Guided and Shared reading, the BEAR spelling assessments, instruction based on the California Frameworks, and quarterly standards-based assessments to analyze data and inform instruction.

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

This is an area that needs further improvement. Current opportunities for increased learning time occurs via small group instruction, Reading Recovery support, one-on-one student/teacher conferences, resource pull-out, guided reading sessions, after school tutoring and after school homework help.

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

Arrangements are now being made to improve this transition by having preschool teachers and students visit K-5 sites in the Spring. Also, the district staff is working on improving communication between the preschools and elementary sites regarding preschool students who have learning challenges, IEPs, and behavior concerns. LeConte has taken advantage of the district's Bridge Program; a pre-kindergarten program for four and five year old students who are not ready for regular kindergarten instructions. The goal of this program is to help students develop the social and beginning academic skills needed for success in kindergarten.

Involvement

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

School wide committees: English Advisory Committee, School Governance, Coalition of Families for African American Students, and PTA all provide assistance for under-achieving students through fundraising and decision making to establish priorities that help improve achievement, e.g., classroom tutors, the literacy coach, professional development, and enrichment that heightens background knowledge and experiences. LeConte takes advantage of local volunteers and resources from the university that are meant to support under-achieving students.

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

School-wide committees do outreach to families via the school-wide parent notification system, phone calls facilitated by room parents, PTA email, monthly school newsletter, the LeConte website, and community events (multicultural

potluck, monthly "Celebrate LeConte" assemblies, student performances), and kindergarten playdates for new families. LeConte's documents are translated in Spanish, and the school has translation equipment used during meetings so that Spanish speakers have access to information and can participate. A LeConte Guidebook which describes and lists all services provided by the school and procedures and policies that explain classroom practices, discipline, programs, and ways families can support the school is distributed during Back to School Night and sent home to families in English and Spanish.

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)

#### Funding

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

Specific services targeted to address the needs of underperforming students provided by categorical funds include: tutoring services, intervention materials, online subscription to provide multi-interest literature, the literacy coach, professional development for teachers specifically in reading instruction and English language development, and parent involvement that includes site sponsored literacy workshops and funding for babysitting and refreshments to increase families participation on committees and their presense at meetings.

22. Fiscal support (EPC)

All general and categorial funds are used appropriately used to support the core programs (reading/language arts, English language development, and mathematics) and goals as outlined in the school site plan.

## 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 believe that I can be successful in school and I will show it by doing the following:

- I will come to class on time every day.
- I will come to school ready to learn.
- I will follow school rules, always show respect and be responsible for my own behavior.
- I will ask for help when I need it.
- I will carry information between school and home.
- I will return my completed homework on time.
- I will read at home at least 20 minutes every day.

Creo que yo puedo tener éxito en la escuela y lo demostraré haciendo lo siguiente:

- Vendre a clases a tiempo cada día.
- Vendre a la escuela dispuesto para aprender.
- Sequire las reglas de la escuela, siempre demostraré respeto y responsabilidad por mi propia conducta.
- Sere un estudiante cooperativo.
- Pedire ayuda cuando la necesite.
- Levare la información entre la escuela y mi hogar.
- Regresare mi tarea de la casa a tiempo.
- Leere en mi casa como minimo 20 minutos al día.

### Parents Pledge:

Family and Guardian Pledge

I believe that parents and family are the first and most important teachers, and I will do the following to ensure my child's success:

- I will send my child to school on time every day.
- I will make sure my child gets adequate sleep and has a healthy diet.

- I will provide a quiet place and time for my child to do homework.
- I will promptly respond to messages from my child's school.
- I will help my child's school whenever possible.
- I will endeavor to participate in the total school program.
- I will limit the amount of time my child watches television.

#### Compromiso del Padre

Yo creo que los padres y la familia son los primeros y los más importantes maestros. Yo animare el aprendizaje y el exito en la escuela de mi hijo haciendo lo siguiente:

- Enviare a mi hijo a la escuela a tiempo todos los días.
- Me asegurare que mi hijo duerma las horas adecuadas y que tenga una dieta saludable.
- Le proveere a mi hijo/o un lugar quieto y tiempo para que haga sus tareas.
- Respondere pronto a los mensajes que recibe de la escuela.
- Ayudare a la escuela de mi hija/o de cualquier forma posible.
- Me esforzare por participar en el programa total de la escuela.
- Limitare la cantidad de tiempo que mi hija/o mira la televisión.

#### **Staff Pledge:**

##### Teachers and Support Staff Pledge

We believe all students can learn, and we will do the following to ensure their success:

- We will set high standards for all students.
- We will welcome you and treat you with respect as a partner in your child's education.
- We will respond in a timely manner to your request for information.
- We will regularly share with you your child's concerns and progress.
- We will provide motivating and interesting learning experiences.
- We will use teaching methods and materials that work best for your child.
- Will regularly assign your child homework.

#### Compromise del Maestros y del Personal Docente

Creemos que todos los estudiantes pueden aprender y nosotros y haremos lo siguiente para asegurar su exito:

- Estableceremos altos niveles educativos para todos.
- Le daremos la bienvenida/o y lo/la trataremos con respeto como un compañero en la educación de su hijo.
- Le responderemos a tiempo a su petición de información.
- Compartiremos regularmente con usted, las preocupaciones y el progreso de su hija/o.
- Proveeremos experiencias de aprendizaje con motivación e interesantes.
- Usaremos metodos y materiales educativos que sean lo mejor para su hijo/a.
- Le daremos a su hijo/a tarea regularmente.