Berkeley
PUBLIC SCHOOLS

Berkeley Unified School District
BSEP & Educational Services Departments

Cragmont Elementary
Consolidated School Plan

2015 – 2016

The Single Plan for Student Achievement

Cragmont Elementary School
School Name

01-61143-6090195
CDS Code

Date of this revision: May 6, 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:

Contact Person: Hazelle Fortich
Position: Principal
Telephone Number: (510) 644-8810
Address: 830 Regal Road
                     Berkeley, CA 94708
E-mail Address: hazellefortich@berkeley.net

Berkeley Unified School District
School District

Superintendent: Donald Evans, Ed.D.
Telephone Number: 510-644-6206
Address: 2020 Bonar Street
                     Berkeley, CA 94702
E-mail Address: donaldevans@berkeley.net

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

I. Consolidated School Plan for Educating The Whole Child

School Name: Cragmont Elementary School	**School Year:** 2015-2016

Summary of School Goals:

The school has identified these primary goals as stated in the Local Control Accountability Plan (LCAP):

LCAP Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

LCAP Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

LCAP Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

These goals serve as a framework for the targeted actions, services, and expenditures that will be most effective in improving outcomes for all students and subgroups of students by special circumstance (low income, English Learners, Foster Youth, Students with Disabilities) and by ethnicity (African-American, Latino)

Goals and actions delineated in the Plan are intended to improve and expand programs and services that have been correlated with positive outcomes for our most at-risk students, as well as to disrupt patterns and practices that continue to perpetuate the under-performance of specific subgroups of students.

Site Committee Representatives:

Parents/Community	Staff
(Chair): Martin de Mucha Flores (Parent)	(Principal): Hazelle Fortich
(Co-Chair, if applicable): Ramsey Silberberg (Parent)	(Teacher): Karen Famous
Ahrash Bissell	(Teacher): Carole Goyen (Alt)
Suzette Chaumette	(Teacher): Rosemary Hannon (Alt)
Steed Davidson	(Classified): Veronika Huntsberry
Shilen Patel	(Teacher): Cathie Irwin (Alt)
	(Teacher): Lang Luong
	(Teacher): Tatum Omari
	(Teacher): Adria Rosen

BSEP Planning & Oversight Committee Representative: Bill Fleig

ELAC/DELAC (District English Learner Advisory Committee) Representative: Suzanne Coffee
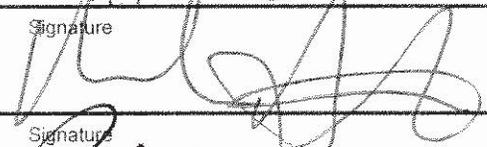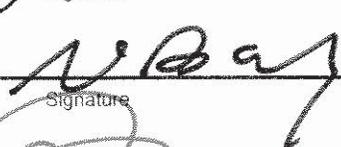
II. Recommendations and Assurances

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:
     Cragmont Faculty and staff, families and students

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

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.

6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.

7. This school plan was reviewed by the English Learner Advisory Council on 5/6/2014.

8. This school plan was adopted by the School Governance Council on 5/6/2014.
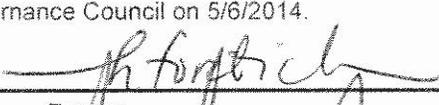
Hazelle Fortich	_signature_	5/11/15
Principal	Signature	Date
Martin de Mucha Flores (Parent)	_signature_	5/11/15
School Governance Council Chair	Signature	Date
Patricia Saddler	_signature_	6/8/15
Director, Special Programs and Projects	Signature	Date
Natasha Beery	_signature_	6/8/15
Director, Berkeley Schools Excellence Program	Signature	Date
Pasquale Scuderi	_signature_	6/8/15
Assistant Superintendent, Educational Services	Signature	Date

III. School Vision and Mission

At Cragmont Elementary, we seek to foster engagement and honor the natural curiosity of students, families and staff.

We strive to encourage our school community to approach challenges with a sense of flexibility, collaboration, perseverance and a commitment to growth.

We are dedicated to providing inclusive structures that promote caring relationships, equity, and thoughtful implementation of curriculum.

We aim for a school environment that balances academic rigor with a commitment to educating the whole child. Our intention is to nurture life-long learners who will positively impact our world.

IV. School Profile

At Cragmont Elementary, we are dedicated to providing an outstanding education for all students while laying the foundation for each child's personal success.

Our programs combine academic rigor and intellectual challenge with strong support for students of all abilities. We emphasize the fundamentals of reading comprehension, clear writing, and Common Core basic mathematics. Strongly integrated with this core emphasis are programs in science, history, geography, technology, art, dance, and music.

Our core values are courage, active listening, respect, excellence, self control and our core rules: Be Respectful, Be Responsible and Be Safe. We believe that an education is not just completing school, it is a way of being—one that embraces all of an individual's facets and strengths, is committed to living a moral life, and faces each day with eyes, heart, and mind wide open.

Cragmont has approximately 420 students of diverse ethnic and socio-economic make up : 35.4% Caucasian, 19.5% African American, 24% Latino, 14.6% Two or more races and 5.4% Asian.

This year 39 % or our population received free or reduced price lunch. Our average class size is reported to be higher than the District average. Our percentage of English Learners is 20% and the District Average is 14%.The Demographic trends shows that our school's demographic make-up has remained fairly consistent with slight growth in socio-economic disadvantage group.

Our school is built against a gentle curving hillside, and sitting on a 3.34 acre lot with million dollar views of the Bay, Cragmont was designed with child-friendliness in mind; from its rich, inviting color scheme to its generous playground and playing fields. Inside, staff and students enjoy 50,000 sq. feet of classrooms that are lit by broad bay windows, while upstairs the library boasts an extensive collection of reference (shelving over 10,000 books), non-fiction and literature as well as a large outdoor deck with a view that offers a panoramic lesson in Bay Area geography.

Parents are an important and very active part of our community. They have volunteer and assist teachers in the classroom, chaperone field trips, help in the library, supervise students in the yard, and provided miscellaneous work in the office. They also help teachers by communicating important event information to our families. Our extremely involved PTA runs our Carnival; Halloween event; Winter Arts, Crafts, and Food Fair; and organizes our many classroom volunteers. Parents also contribute as members of our School Governance Council (SGC) who are instrumental with writing our school site plan. We have a parent participation rate for parent-teacher conferences of about 90 percent.

We have different support services offered at our school. We are the only elementary school in Berkeley that has a Counseling Enriched Class for students who are in 3rd, 4th, and 5th grade. The Counseling Enriched Class is run in partnership with the Seneca Program and the goal for these students in this program is to mainstream students into the general education classrooms. Our students have access to counseling services; we have one full-time intern who is available five days a week. We have our RTI (Response to intervention) support team that provides intervention to our students throughout the school day. Families have the opportunity to enroll their students in the After School Program for extended school day where students receive homework support and can enroll in assortment of enrichment classes. Some of our students receive academic tutoring by Cragmont staff and/or by UC Berkeley tutors.

Our hardworking PTA raised approximately $100,000 last year through direct donations and fund-raising events. We receive mini-grants for classroom projects from the Berkeley Public Education Foundation and a Berkeley non-profit foundation, In Dulci Jubilo. We also benefit from Berkeley Schools Excellence Project (BSEP) tax revenues.

Cragmont offers a wide variety of enrichment programs for all grade levels. We are also fortunate to be a Two Way Immersion School that has native speakers of English and native speakers of Spanish from grades 3rd - 5th. Our goal is for students to become fluent and literate in English and Spanish. The program design emphasizes Spanish in the early grades and English in later grades.

V. Comprehensive Needs Assessment Components

A. Data Analysis
For detailed school performance data analysis see two attachments: 1) Document: Cragmont Indicators of Progress to Achieve LCAP and SGC Goals 2014-15.pdf and 2) Power Point: Cragmont SGC Data presentation fall 2014.pptx. The analysis was presented to the School Governance Council in the fall of 2014 and includes CELDT, district assessments, attendance, and suspension data.

B. Surveys
The School Governance Council created an online survey using Survey Monkey (in both English and Spanish) and also sent home a paper version of the survey. We had 81% who completed the surveys both on line and paper.

SGC also created a survey for teachers, staff, and 3rd - 5th grade students that focused on rating current programs in terms of their value and their effectiveness and on prioritizing on spending for the next year.

C. Classroom Observations
The principal is visible in the school , visits classrooms for quick walk through visits. The principal meets weekly with case managers to discuss student progress and academic needs. The teaching staff is evaluated every other year through formal observations. Site staff development and professional development priorities are based on needs determined by our leadership and district teams.

D. Student Work and School Documents
The teachers and staff review student data as a regular part of weekly Leadership, RTI/Case Management Meetings, and during weekly grade level collaboration.

E. Analysis of Current Instructional Program

Goal #1:
One strategy that we have implemented that has been effective in improving student achievement is training three certificated teachers in Reading Recovery. As part of their training, teachers were required to work with at least two students one on one for a minimum of 3X/week. Gains were made in reading level for these first grade students who ranked at the bottom 20% of their peers.

Another strategy that we have implemented and helped improve student achievement was creating a system within our RTI framework that ensured students struggling in reading were partnered with a tutor from our various reading intervention programs. In looking at the overall data of participating students, no students went back on their reading level. Most of them were able to move at least 1- 2 reading levels from their original levels.

In our math intervention, results were minimal in improving student achievement. Since the math program relies heavily on community volunteers, it was difficult to align classroom schedules during the times that volunteers were available. Due to time constraints, there was little or no time for volunteers to check in directly with classroom teachers to communicate student goals and progress.

And last, the RTI schedule did not meet teachers' needs in a consistent way. Based on the analysis of this practice, we are considering doing a block schedule or flooding a particular grade level in order to maximize the available intervention programs with student demands.

Goal #2:
This year, our school counselor (contracted with Bay Area Community Resources - BACR) was able to set up 5 groups to boost self-esteem and social skills among our students. These groups served as opportunities issues that were coming up in their social circles in and out of the school day. The school counselor was also meeting with students on a one to one basis and communicating with parents about their child's progress.

Second, our faculty implemented four equity strategies that were regularly shared at our staff meetings. Teachers reflected on the impact of the following strategies: 1. Opt-in 2. High Help/High perfectionism 3. Using Students' Life Experiences 4. Seeking Multiple Perspectives. By implementing these strategies and sharing them with their peers, teachers are more keenly aware of changing their teaching practices to address the needs of our students of color.

Despite implementing the above mentioned, the highest number of office referrals continue to be with our students of color. We are intending to focus on cultural competency in all areas of our school community such as forming PLC's to discuss race/equity issues and looking deeper in student data to change our teaching practices.

Goal #3:

This year, we increased the parent liaison fte to full-time. This allowed for an increase in outreach such as passing out flyers at the last bus stop at Longfellow School. This bus stop location have at least 20 or so families who meet their children which allows for face to face contact between parents and our parent liaison.

We also increased our communication bandwith by sending out hard copies and e-mailing our weekly school newsletter, The Dragon Tales. All communication to families are also translated in Spanish. We continue to hold our Parent Literacy and Math Nights at Longfellow School to increase parent participation without access to transportation.

VI. Description of Barriers and Related School Goals

Following are some of the obstacles that have been identified:

- Articulation for the district adopted ELD and Math program is inconsistent across and between grade levels
- Time for teacher collaboration is insufficient
- Collaboration and curriculum planning based on student data is inconsistent across grade levels
- Data-driven differentiation and intervention is inconsistent across grade levels
- Time for direct face to face intervention for at-risk students is limited
- Demand for Tier 2 and Tier 3 math and ELA intervention exceeds available resources
- Lack of consistent training for teachers providing Tier 2 and Tier 3 services
- Lack for increased funding for increased counseling services
- Student homelessness and transiency
- -Absence and tardy rate of at-risk students
- Lack of supply of books/materials in the native language of ELL students
- Need for increased funding for art/physical education programs to engage students in kinesthetic/visual art integration with academics.
- Lack of consistent cultural competency training across grade levels

Our challenges are meeting the needs of a diverse community. Although we still have a significant achievement gap between some of our subgroups, we have made steady growth in all subgroups. Teachers, Principal and staff are continuing to strategize and collaborate through differentiated instruction and planned RTI interventions within the school day and after school to reduce the achievement gap.

ADDED for 2015: Local Control and Accountability Plan (LCAP)
The Local Control and Accountability Plan ("the Plan") is mandated by the state as the standardized vehicle for addressing state priorities and local goals, identifying the most effective actions and services to meet those goals, as well as accounting for the Local Control Funding Formula (LCFF) supplemental expenditures and the indicators for monitoring progress. The Plan includes a description of annual goals, for all pupils and for each subgroup of pupils as stipulated in Education Code sections 52060 and 52061 (Plan Sections 2, Sections 3A and 3B).

It is important to note that while the introductory section of this plan provides an overview of the many programs and services available to our students and families, the LCAP is not intended to serve as the district's strategic plan. Berkeley's LCAP focuses on the goals and action steps that expand and improve the programs and services directed to our high-need students, and made possible primarily with the increased allocation of supplemental LCFF funding.

BUSD's Local Control and Accountability Plan consolidates the five strategic district goals into the following three LCAP goals:

LCAP Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

LCAP Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

LCAP Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

These "big" goals serve as a framework for the targeted goals, actions, services, and expenditures that will be most effective in improving outcomes for all students and subgroups of students by special circumstance (low income, English Learners, Foster Youth, Students with Disabilities) and by ethnicity (African-American, Latino).[1]

Goals and actions delineated in the Plan are intended to improve and expand programs and services that have been correlated with positive outcomes for our most at-risk students, as well as to disrupt patterns and practices that continue to perpetuate the under-performance of specific subgroups of students.

Section 1: Stakeholder Engagement
The first section of the Plan provides an overview of the stakeholder engagement process used to inform the development of the LCAP, as well as a reflection on how community input informed the LCAP.   It is through the engagement of representatives from all of the district's stakeholders, and review of district data on student achievement and outcomes, that a need profile was developed.

BUSD's Local Control and Accountability Plan is driven by community agreement around what all students need in order to experience academic success, and to be college and career ready upon high school graduation.

Our Students Need:

v Great, Culturally Competent Teachers   v Grade Level Literacy & Math Proficiency   v English Fluency
v Career and College Goals   v Graduation Success   v Full Engagement with School
v Social-Emotional Skills & Mental Health   v Schools and Families to Partner

Section 2: Goals and Progress Indicators
The identification of student needs provided a foundation for setting targeted goals. Our goals ensure that all students benefit from a rigorous instructional program and targeted interventions and supports, and that they do so in a positive and engaging school setting, that is culturally and linguistically responsive to the needs of our diverse student body. Thirteen "targeted" goals have been set to meet the identified student needs, with each assigned one or more progress indicators (or metrics) that are either quantitative or qualitative in nature. The progress indicators, some of which are required by the state, provide tools for measuring the extent to which goals for all students and for the focus students are being met over the three-year period of the Plan. An evaluation of the success of the Plan, using these indicators, will inform revisions or adjustments to the actions and services in the Plan each year.

Section 3: Actions, Services, and Expenditures
Section 3 identifies all of the LCAP actions and direct services, as well as related expenditures, by dividing them in two sub-sections specific to the related student groups. Section 3A identifies the goals and related actions that serve all students, as well as African-American and Latino subgroups, and Students with Disabilities, while Section 3B specifically notes the goals and actions directed to serve the low income students, English learners, and foster youth, whose needs are specifically targeted by the supplemental funding formula. (In context of the plan format, it is important to consider that 70% of the district's low income students are also African-American or Latino.)

During the development of the Plan, our community and staff generated suggestions for programs that, if fully funded, would cost approximately $10 million dollars, far in excess of the $2.4 million in supplemental funding projected for 2014-15. A process of prioritizing actions and services focused on funding those which would improve and expand on programs that are effectively serving students, as well as new practices and services that would meet student needs. The identified expenditures had to fit within the total amount of projected LCFF Supplemental funding over the three-year plan period: $2.4 million in 2014-15, $3.6 million in 2015-16, and $4.9 million in 2016-2017.

The LCAP allocates LCFF Supplemental Funding, and identifies other sources of funding in support of actions that 1) improve and expand effective programs and services, and 2) provide new programs and services. This table provides a summary of the actions in the Plan funded specifically with LCAP Supplemental Funding in 2014-15.
Actions that will IMPROVE and EXPAND service to students
v Increase use of culturally and linguistically relevant instructional practices

v Actively recruit, support and retain African-American and Latino teachers

v Coach teachers in effective instructional practices for new Common Core English Language Arts and Math Standards and Next Generation Science Standards, including the integration of technology

v Increase targeted interventions with students and families

v   Build stronger relationships with students by increasing alternative behavioral interventions, restorative practices, counseling and mental health services

v   Expand the Bridge program for African-American students at all three middle schools

v   Expand the AVID program to support middle and high school students on the path to college

v   Fund Literacy Coaches at every school

LCAP Supplemental Funding Supports:

Actions that will provide NEW service to students
v   Provide trained English Language Development (ELD) teachers at every school site

v   Provide and support RtI2 teacher coaches at all elementary schools

v   Plan and monitor college and career path for high school students needing academic support

v   Implement a district wide social-emotional curriculum for grades K-6

In order to achieve the district goals for all students, as well as to reach more aggressive goals for the identified high need student groups, the LCAP includes an accounting of the multiple funding sources working together to fund programs and services. Furthermore, each of our individual school sites has developed the state mandated Single Plan for Student Achievement ("School Plan") and has identified additional actions and expenditures in support of these goals for the students at their school.

Section 3.C.
Berkeley's Local Control and Accountability Plan intentionally includes the implementation of certain school wide practices that will have an impact on the learning environment and school climate as a whole, and meet the requirement of being the most effective means of delivering improved services to our target students, for whom there would be a disproportionally positive impact. In addition to the school wide improvements, expenditures are targeted to provide direct service to low income students, English learners, and foster youth including ELD teachers at every school, literacy coaches to provide one on one and small group instruction, mental health supports, the Middle School Bridge program, Alive and Free, and the AVID program.

[1] Forty-two percent of the students in Berkeley Unified School District are socio-economically disadvantaged (SED) as determined by federal standards, and of those students, 35% are African-American and 35% are Latino, while 8% are students of two or more races. English Learners (EL) make up 10.8% of the K-12 student body, and of those EL students 74.5% are considered low income.

VII. School and Student Performance Data (continued)

Table 2a - Title III Accountability (Cragmont Elementary School)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	58	55	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	58	55	
Number Met	33	40	
Percent Met	56.9%	72.7%	
NCLB Target	57.5	59.0	60.5
Met Target	No	Yes	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	63	11	46	14		
Number Met	23	--	18	--		
Percent Met	36.5%	--	39.1%	--		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	*	Yes	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the Site Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		

Table 2b - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	**2013-14**	**2014-15**
Number of Annual Testers	852	789	
Percent with Prior Year Data	98.5	98.5	
Number in Cohort	839	777	
Number Met	527	533	
Percent Met	62.8	68.6	
NCLB Target	57.5	59.0	60.5
Met Target	**Yes**	**Yes**	

AMAO 2	Attaining English Proficiency					
	2012-13		**2013-14**		**2014-15**	
	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	737	323	689	317		
Number Met	217	201	217	189		
Percent Met	29.4	62.2	31.5	59.6		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	**Yes**	**Yes**	**Yes**	**Yes**		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	**2013-14**	**2014-15**
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	**No**	**No**	

VII. School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1			5	42	7	58					12
2	1	25	1	25	1	25			1	25	4
3			4	40	4	40	1	10	1	10	10
4	3	20	6	40	6	40					15
5	3	21	7	50	3	21	1	7			14
Total	7	13	23	42	21	38	2	4	2	4	55

Grade	California English Language Development Test (CELDT) Results for 2014-15										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

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: High Quality Instruction and Curriculum

LCAP Goal:
BUSD LCAP Focus Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

Student groups and grade levels to participate in this goal:
All Kindergarten through Fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):
English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

Anticipated annual performance growth for each group:
LCAP Goal 1.2 Implementation of the new Common Core State Standards (CCSS) : All teachers will be supported in teaching the new CCSS in English language arts/Literacy, mathematics and Next Generation Science Standards (NGSS) including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful.

LCAP Goal 1.3 Grade Level Literacy: Students will demonstrate grade level proficiency in literacy with Third Grade performance serving as the district indicator of progress toward this goal. By the end of third grade, 80 percent or more of students will meet reading targets by 2015-16. The applicable student subgroup meeting targets will increase by at least 7 percentage points each year.

Means of evaluating progress toward this goal:
In conducting monitoring and evaluation efforts, we use multiple measures (as listed under Group Data to be Collected). Upon evaluation, the following questions are examined:
- Relevance: Do the objectives and goals match the problems or needs that are being addressed?
- Efficiency: Is the project delivered in a timely and cost-effective manner?
- Effectiveness: To what extent does the intervention achieve its objectives? What are the supportive factors and obstacles encountered during the implementation?
- Impact: What happened as a result of the project? This may include intended and unintended positive and negative effects.
- Sustainability: Are there lasting benefits after the intervention is completed?

Group data to be collected to measure academic gains:
CCSS Training: Professional Development Sign-In
CCSS Professional Development Evaluations from Teachers
Annual Teacher Survey
Literacy: Teacher College Reading and Writing Project Assessment (TCWRP)
District Benchmark Assessments for ELA and Math
Smarter Balanced Assessment (SBA) Participation in English Language Arts and Math
California English Language Development Test (CELDT)
School Accountability Report Card.

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
1. Cragmont teachers and staff will implement a balanced high quality English Language Arts program using the district adopted curriculum, TCRWP. • Teachers will continue to implement the TCRWP reading and writing program with the support of the Literacy coach and RTI coordinator. • Staff will attend on site and district professional development for TCWRP throughout the 2015-16 school year. • Teachers will implement ALL components of the TCRWP workshop components including: Intentional mini-lessons Personal book tubs for K - 3rd grade Book to Home program Interactive Readaloud Anchor charts posted Conferencing Strategy or Guided Reading group Regular use of word wall • Teachers will include reading logs in homework packets to ensure nightly student reading beyond the school day (30 minutes). • Teachers may be released (using hourly and full day substitutes) to observe one another and plan curriculum and instruction, attend professional development opportunities when available.	August 2015-June 2016	1102 Certificated Monthly	1.0 FTE Lit Coach (.10 BSEP)	BSEP	9,700
			(.15 Title I, .20 LCAP, .55 BSEP District)	Title I A - Basic Funding	14,565
		1116 Certificated Hourly	Interventions for LCAP target populations	BSEP Carryover	4,000
		1116 Certificated Hourly	LLI Tutors	Title I A - Basic Funding	4,400
		4300 Materials and Supplies	ELA/Math/ELD	BSEP	5,260
		4300 Materials and Supplies	Classroom Teachers' Supplies	BSEP Carryover	11,000
		4300 Materials and Supplies	Teachers' supplies	BSEP	3,560
		4380 Other/Reserve		Title I A - Basic Funding	742
		4300 Materials and Supplies	Teachers' projects	BSEP	5,440

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
• Literacy coach will provide ongoing training at staff meetings and will demonstrate lessons in all classes. • Literacy Coach will provide intervention to targeted students in collaboration with the classroom teacher and case management team • Literacy Coach with the support of the Parent and Community Volunteers, will manage and supervise our Dragon Readers Program to give services to students K-5 for targeted instruction. At least three times a year, staff meeting time will be devoted to analysis of student writing samples based on agreed upon standards and rubric to discuss strengths and revise lessons/instruction as needed. Teachers may use but not limited to block scheduling, flexible groupings and/or flood model to ensure differentiated instruction occurs on a daily basis. • Use equity strategies, teachers will track the achievement of focus students throughout the year and monitor student progress. • All necessary materials will be provided and once available, BSEP carryover funds may be allocated for the purchase of additional supplies, hourly teacher pay for before and after school instruction and intervention and for professional development. Responsible Parties: Teachers, Leadership Team, Principal, RTI Team, Support Staff, Literacy Coach, District					
2. Cragmont teachers and staff will implement "A Story of Units" math program for all K-5th grade students. • Use district math assessments that are aligned with ASOU for teacher collaboration,	August 2015-June 2016	1116 Certificated Hourly	Before and/or after school Math intervention	BSEP Carryover	3,500

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
professional development and monitor student progress. • Use ASOU and district math assessments to guide before and afterschool math intervention tutoring and support. • At least three times a year, staff meeting will be devoted to analysis of student math achievement based on ASOU standards and rubrics to discuss strengths and revise instruction as needed. • Teachers and staff will attend ongoing training for K-5th grade math curriculum and instruction. • MTL will provide ongoing support for teachers and professional development as needed at the site level. • All necessary materials will be purchased such as math journals, manipulatives, calculators, metric rulers, base ten blocks, white boards, geometric templates, etc. as needed. • Once necessary materials are available, BSEP carryover funds may be allocated for the purpose of additional supplies, hourly teacher pay for math intervention support before and after school. Responsible Parties: Teachers, Staff, Principal, Math Teacher Leaders, RTI Coordinator District					
3. Provide early intervention best practice strategies through the RTI model to meet the learning needs of students at the first sign of academic struggle. This will be supported through: • Regular weekly RTI Coordinator and Case Management Team meetings by grade level • Snapshot Meetings (2x year) • Professional Development in differentiation and	August 2015-June 2016	1102 Certificated Monthly 1102 Certificated Monthly 4380 Other/Reserve	.60 FTE RtI Coordinator (.20 FTE BSEP) (.40 FTE LCAP) Personnel Variance	BSEP District Allocation BSEP	21,600 3,000

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
RTI practices RTI Coordinator and Case Management Team will collaborate with classroom teachers in deciding interventions and strategies to be used for meeting the needs of each struggling student Further the RTI Coordinator and Team will: • Create and maintain an active visual system to reflect intervention and services of students identified by the system • Meet weekly to reflect on systems in place and to check progress on how RTI is meeting the needs of our students • Check in 4-6 weeks with classroom teachers by grade level regarding student's progress (during collaboration time) • SST meetings will be set during weekly case management meetings as needed, and monitored throughout the year. To support the effectiveness of RTI: • Teachers will work collaboratively to create fluid ability groupings to provide differentiated instruction during grade level intervention for students who are not performing at grade level • Case Management of Support Services including: vision, hearing, dental , homelessness and other health and social service related issues will be provided. • Documentation of student's progress through Illuminate will be updated and maintained from grade to grade (including district benchmarks). Responsible Parties: Principal, Teachers, RTI Coordinator, Case Managment Team, Parent Liaison, BEA					
4. Cragmont will provide on-site counseling and mental health support available to students and families K-5 on an as needed basis.	August 2015-June 2016	5800 Contracted Services (inc software subscriptions	BACR Counseling Services	BSEP	6,000
				District Allocation	9,000

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
Responsible Parties: Principal, RTI Coordinator/Case ManagementTeam, Counselor					
5. Each year, Cragmont teachers will review the school curriculum map that includes benchmark assessments for each grade level aligned with State Common Core. • Teachers will collaborate regularly to follow the curriculum map and ensure a cohesive academic program • Teachers will conduct data driven results-based collaboration using Illuminate during grade level time and staff meeting time. • Berkeley Evaluation and Assessment will guide and assist staff in using data to inform instruction, monitor student progress, and set measurable goals for student achievement. Responsible Parties: Teachers, Leadership, Principal, SGC, Case Management Team /RTI Team, Literacy Coach, RTI Coordinator, District Support Teams	August 2015-June 2016				
6. Provide early intervention best practice strategies through the Response to Intervention (RTI) framework to meet the learning needs of students at the first sign of academic struggle. This will be supported through: • Mental health support through BACR (school counselor) • Regular weekly RTI case management meetings. • Snapshot Meetings at the beginning of the year. Response To Intervention(RTI) Team (Special Education support and classroom teachers) will collaborate in deciding interventions and strategies to be used for meeting the needs of each struggling student Further the RTI team will:	August 2015-June 2016				

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
• Create and maintain an active visual system based off of Illuminate data to reflect intervention and services of students identified by the system • Meet weekly to reflect on systems in place and to check progress on how RTI is meeting the needs of our students • Check in 4-6 weeks with classroom teachers by grade level regarding student's progress (during collaboration time) • SST meetings will be scheduled as needed and monitored throughout the year. To support the effectiveness of RTI: • Teachers will work collaboratively to create fluid ability groupings to provide differentiated instruction during grade level intervention for students who are not performing at grade level • Documentation of student's progress will be updated and maintained from grade to grade (including Cragmont benchmarks). Responsible Parties: Principal, Teachers, Case Management/RTI Team, Parent Liaison, District					
7. Teachers and RTI Team will identify all students below proficient through data and assessments and will ensure that IEP's for Special Education students list appropriate and measurable academic goals aligned with state standards and ensure that all IEP's are current. All students are administered a pre-test of standard basic skills. All K - 5th students (Tier II) identified will be placed in 6-8 week clinic managed by the RTI Coordinator and Case Management team to focus on targeted standard based skills. After the 6-8 week intervention, students will be evaluated on progress. K-5 student who are performing far below basic (Tier III) receive additional direct instruction from the RTI/Case Management Team, may include small	August 2015-June 2016				

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
group or one-on-one instruction. Discuss Special Education goals with school team during IEP meetings, RTI meetings and staff collaboration time Implementation of IEP goals in alignment with student needs will be supported in the classroom and by the case manager assigned and/or by the RTI/Case Management team. Principal and case managers (for IEP Students) will meet regularly with Special Education Program Supervisor Responsible Parties: Teachers, RTI Coordinator/Case Management Team and/or Case Managers(IEP Students), Principal, Program Supervisor, Director of Special Education					
8. Teachers will have weekly grade level meetings and may include after school and support staff as necessary. The principal will allocate time on the agenda every Wednesday to collaborate on: • Shared teaching practices/strategies • Maximize best teaching practices for student learning • Reflecting on personal teaching practices • Collaborate on way to challenge students further and delve deeper into curriculum or other interests of the child To further support the effectiveness of these meetings: • Teachers will be given release time to observe best practices in other classrooms and schools as arranged. • Cragmont will use technology to enhance teaching and learning such as video recording classroom lessons. Responsible parties: Leadership Team, RTI /Case Management Team, Teachers, Support Staff, Principal	August 2015-June 2016	2116 Classified Hourly			

Description of Specific Actions to Meet This Goal

	Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
9.	Teachers and staff will use instructional and enrichment time in order to offer differentiated instruction to all students. Enrichment Classes are as follows: All K-5 students will receive dance and movement instruction. All K-5 students will receive visual art instruction. All K-5 students will attend weekly library sessions. K-5 students will have weekly gardening enrichment time. 3-5 students will receive weekly music instruction. Teachers will continue to use technology (computers) in their classrooms. Responsible Parties: Principal, Teachers, Staff, RTI, Literacy Coach, Math Coach	August 2015-June 2016	2102: Classified – Monthly	.24 FTE Dance Instructional Specialist K & 3rd Grade	BSEP	11,500
			2102: Classified – Monthly	Art Instructional Specialist	PTA	39,000
			2102: Classified – Monthly	.37 FTE Garden Instructional Specialist	PTA	7,500
			2102 Classified Monthly		District Allocation	
			5800 Contracted Services (inc software subscriptions	Performing Arts contract	PTA	14,000
			5800 Contracted Services (inc software subscriptions	MOSAIC Field Trip	PTA	14,000
10.	Extend learning K-5 with an after school site intervention program that supports grade level proficiency. • Have certificated teachers serve as Academic Liaisons who will collaborate with the After School Program Coordinator to implement the comprehensive homework club for students K-5 and will be the support for our instructional specialist /technicians within the after school program. • Continue to use Project BUILD (tutor program) that supports students in reaching grade level proficiency K-5. • Provide intervention services to students identified through the RTI process, and/ or who are not proficient and in need of academic support. • Ensure training of After School staff on state adopted/support instructional materials to support RTI. Responsible Parties: Teachers, Support Staff, Principal, After School Coordinator, Parent Liaison and BUSD	August 2015-June 2016				

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost

VIII. Planned Improvements in Student Performance (continued)

Goal #2: Cultural and Linguistic Responsiveness

LCAP Goal:
BUSD LCAP Focus Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

Student groups and grade levels to participate in this goal:
All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):
English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

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:
In conducting monitoring and evaluation efforts, we use multiple measures (as listed under Group Data to be Collected). Upon evaluation, the following questions are examined:
* Relevance: Do the objectives and goals match the problems or needs that are being addressed?
* Efficiency: Is the project delivered in a timely and cost-effective manner?
* Effectiveness: To what extent does the intervention achieve its objectives? What are the supportive factors and obstacles encountered during the implementation?
* Impact: What happened as a result of the project? This may include intended and unintended positive and negative effects.
* Sustainability: Are there lasting benefits after the intervention is completed?

Group data to be collected to measure academic gains:
Professional Development: Cultural Competency Training Sign-ins and Evaluations
Teacher Cultural and Linguistic Relevance as measured by the District Equity Rubric
Recruit and Retain Teachers of Color as measured by the District Indicators Report
Teacher Surveys,
CDE Title III Annual Accountability Measures (AMAO1, AMAO2)
California English Language Development Test (CELDT) measures of annual progress
Re-Designation (RFEP) Records to measure rate of reclassifications

Description of Specific Actions to Meet This Goal

	Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
1.	Provide early intervention best practice strategies through the RTI model to meet the learning needs of students at the first sign of academic struggle. This will be supported through: • Regular weekly RTI Coordinator and Case Management Team meetings by grade level • Snapshot Meetings (2x year) • Professional Development in differentiation and RTI practices RTI Coordinator and Case Management Team will collaborate with classroom teachers in deciding interventions and strategies to be used for meeting the needs of each struggling student Further the RTI Coordinator and Team will: • Create and maintain an active visual system to reflect intervention and services of students identified by the system • Meet weekly to reflect on systems in place and to check progress on how RTI is meeting the needs of our students • Check in 4-6 weeks with classroom teachers by grade level regarding student's progress (during collaboration time) • SST meetings will be set during weekly case management meetings as needed, and monitored throughout the year. To support the effectiveness of RTI: • Teachers will work collaboratively to create fluid ability groupings to provide differentiated instruction during grade level intervention for students who are not performing at grade level • Case Management of Support Services including: vision, hearing, dental , homelessness and other health and social service related issues will be provided. • Documentation of student's progress through Illuminate will be updated and maintained from grade to grade (including Cragmont benchmarks).	August 2015-June 2016	4300: Instructional Materials & Equipment 1116 Certificated Hourly	 Professional Development	PTA BSEP Carryover	 460

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
Responsible Parties: Principal, Teachers, RTI Coordinator, Case Managment Team, Parent Liaison, BEA					
2. Continue to improve and tailor district adopted PBIS (Positive Behavior Support /Building Effective Schools Together) and BUSD adopted curriculum Welcoming Schools, and Tool Box. • PBIS committee will continue to maintain and communicate the positive behavior plan based on the district adopted model of PBIS. • Continue to evaluate recess and lunch procedures and supervision to promote positive school behavior based on PBIS model. • Rules and expectations will be posted in classrooms, hallways and the Multi-Purpose Room (MP Room). • Positive reinforcement will be in the form of "dragon scales" and will be posted for all to see in the MP Room All necessary materials shall be purchased as needed. Responsible Parties: PBIS Team, Principal, Leadership, RTI/Case Management Team	August 2015-June 2016	4300 Materials and Supplies	Instructional Materials	PTA	
3. Cragmont will participate in an Equity Centered Professional Learning Community (EPLC) through: • Training of 90% of Cragmont teachers by 2016-17 in culturally relevant instruction and inclusive practices and strategies for African-American students and English learners. • Courageous conversations centered on race, class, privilege and how these impact students and families in our school.	August 2015-June 2016				

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
• Diversity training when available through Professional Development and Teacher IPD. • Discussions and implementation of culturally responsive teaching strategies identified by Leadership Team and the District. • Ongoing professional reading using a variety of books and articles Responsible Parties: Teachers, Equity Teacher Leader, Leadership Team, Principal, Staff, District					
4. English Language Development instruction for English Language Learners in K-5 to ensure redesignation by 5th grade using systematic ELD instruction: • ELD Teacher will support daily instruction • Ensure every English Learner receives 30 minutes of ELD daily at the appropriate CEDLT Levels • Continue to monitor the progress of every EL Student in English acquisition to ensure that each student is gaining at least one CELDT level per year. • Use Illuminate data and report cards to report progress. • Allocate faculty meeting time in the fall to review blue card system and structure for differentiated instruction for ELD/SLD. All students will receive academic language development and instruction: English Language Development for English Language Learners, Standard English Development for speakers of non-standard English, Spanish Language Development for native English speakers in Two-Way Immersion, and Academic English Enrichment for speakers of Standard English.	August 2015-June 2016	1102 Certificated Monthly 1102 Certificated Monthly	.80 ELD teacher (.60 FTE LCAP) (.20 FTE)	District Allocation BSEP	 18,000

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
• Teachers/Literacy Coach/ Support Staff and or ELD teacher will provide targeted instruction, in small groups, for EL Students. • Participate in District ceremony for students who are redesignated R-FEP. This will be supported with teachers and staff: • Using systematic ELD with District Training; • Using GLAD Strategies; • Attending district trainings for newly adopted ELD program and professional development initiated through the district Teacher Initiated Professional Development (TIP) funds; • Implementing adopted ELD Programs for all ELL students K-5; • Devoting staff time to analyze CELDT scores, levels and other language assessment score to inform ELD, SELD, and SLD instruction; • Promoting better parental understanding of CELDT scores and ELD Program. In addition hourly funds will be allocated: • To administer CELDT testing • To provide certificated teachers for ELD instruction All supplementary materials required to support English language development instruction, such as consumable books, software and educational games, additional resources to support the core curriculum, literature books, videos, hands-on objects and materials, etc. shall be purchased. Responsible Parties: Teachers, ELD teacher, CELDT Testing Staff, Principal, Literacy Coach,/RTI Coordinator/Case Management Team, District Support Teams					
5. Cragmont School will continue to educate and celebrate our diverse student body through: • Teaching grade level appropriate units that	August 2015-June 2016				

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
honor our diverse community using Welcoming School Curriculum, Mosaic Project Values. • Offering learning opportunities and heritage celebrations for various cultures throughout the year, such as African American Heritage, Cesar Chavez Day of Service and Learning, Asian-American Heritage, Role Model days, LBGQT, Women's History Month, etc. • Responsible Parties: SGC, PTA, Parent Volunteers, Site Family Coordinator, Teacher Leaders, Principal,Librarian,Teachers .					
6. Continue to improve attendance and tardy reductions through increase communication to promote student success. • Individual phone call to parents. • Student and class recognition and reward program for perfect monthly attendance. Standard operational procedures prior to corrective action: • Monthly communication phone calls from Parent Liaison for students who have been tardy or absent 3 times during the month. • RTI /Case Management Team (SST/ Teacher/RTI team/Parent conference) Corrective action as follows: _SART (Student Attendance Review Team) meetings • SARB (Student Attendance Review Board) Responsible Parties: Teachers, Parent Liaison, RTI/Case Management Team, Principal, School Secretary, District Student Services	August 2015-June 2016	2102: Classified – Monthly			
7. Teachers will dedicate weekly Dragon Time, assemblies and use the various resources including district curriculum and support programs (Welcoming	August 2015-June 2016	1116: Certificated – Hourly			

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
Schools, Tool Box) to help guide group discussions about culturally specific behaviors, values and beliefs so students learn how to interact respectfully. • Students will be taught lessons including but not limited to empathy, emotion management, problem solving, and cooperation, Mosaic Project activities, family diversity, gender stereotyping, bullying and sexual harassment using age-appropriate language/lessons. • Assemblies will occur three or more times a year for grades K-2 and 3-5 to reinforce our school's values. Responsible Parties: Teachers, Staff, Principal, PBIS Team, Leadership Team/RTI Case Management Team		4300: Instructional Materials & Equipment 5800: Contracted Services 2146: Tutors – Hourly	 Assemblies	PTA	
8. Support transitions for students as they move from Pre-K to K and from 5th to 6th • School community will host Kindergarten play dates and welcome brunch in the summer. • Conduct Balanced Beginnings screenings for incoming Kindergarten students to create balanced classes. • Complete and submit Kindergarten readiness forms to Berkeley Evaluation and Assessment. • Teacher end of the year meeting to create balanced classes for all grade levels. • Hold transition meetings for 5th grade Special Education students for middle school placement • Complete placement cards for all 5th grade students Responsible Parties: Teachers RTI /Case Management Team, Principal, Support Staff, Parent Liaison, PTA/SGC	August 2015-June 2016	1116: Certificated – Hourly 2146: Tutors – Hourly	LCAP Intervention for Academic Achievement Teacher/Tutor Hourly LCAP Intervention Academic Achievement Teacher/Tutor Hourly	BSEP Carryover BSEP Carryover	
9. Annually update and maintain school-wide Emergency Preparedness (Fire, Earthquake, First Aid) to support ongoing emergency preparedness.	August 2015-June 2016	4300: Instructional Materials & Equipment	Safety Emergency Supplies	PTA	1,000

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
Share Emergency Preparedness Plan through staff meetings and community meeting. Practice school-wide 4 emergency drills per year. PTA will purchase materials needed to support Emergency Preparedness for Cragmont. Responsible Parties: Teachers, Staff, PTA, Principal and Safety Committee					
10. Conduct a retreat in the 2015-16 school year to create a focus around race/equity issues and erasing racial predictability for academic achievement.		5200 Travel and Conference	Retreat for LCAP Goal #2		

VIII. Planned Improvements in Student Performance (continued)

Goal #3: Safe, Welcoming and Inclusive School Climate

LCAP Goal:
BUSD LCAP Focus Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

Student groups and grade levels to participate in this goal:
All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):
English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

Anticipated annual performance growth for each group:
3.1 Increase the percentage of strudents 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:
In conducting monitoring and evaluation efforts, we use multiple measures (as listed under Group data to be collected to measure academic gains). Upon evaluation, the following questions are examined:
- Relevance: Do the objectives and goals match the problems or needs that are being addressed?
- Efficiency: Is the project delivered in a timely and cost-effective manner?
- Effectiveness: To what extent does the intervention achieve its objectives? What are the supportive factors and obstacles encountered during the implementation?
- Impact: What happened as a result of the project? This may include intended and unintended positive and negative effects.
- Sustainability: Are there lasting benefits after the intervention is completed?

Group data to be collected to measure academic gains:
California Healty Kids Survey (CHKS)/Healthy Kids Climate Report
Family Connectedness Survey
District LCAP Survey
CALPADS
District Indicators Report: Attendance Information; chronic absenteeism
Special Education Information System (SEIS) Reports
PowerSchool PBS Report

Family Engagement Coordinators' Intervention Logs
Family Affinity and Focus Group Meetings.
Family involvement in district/school acitivites (SGC, DELAC,/ELAC committees, students clubs, afterschool programs, fundraisers, PTSA/PTO membership; promotion ceremonies.

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
1. Cragmont will employ a dedicated Spanish speaking Bilingual Parent Liaison position who supports the Case Management /RTI Programs and communicates effectively with all families. Primary goals: • Case management of student support services, including: vision, hearing, dental, homelessness, and other health and social service related services • Assist Case Managment Team to schedule and facilitate meetings for SST's through the RTI Process • Increase parent participation with Cragmont Community events. • Interface with parents on behalf of teachers and with teachers on behalf of parents. • Active member of the RTI Team • Create parent forums in collaboration with PTA Committees • Help organize educational events on topics identified as critical by diverse parent groups and teachers and staff • Organize school wide cultural events with community volunteers, PTA Executive Committee, Teachers, and Staff. • Maintain a school wide calendar of events board for the school community and continuously update the school calendar to provide parents with at least one month's notice of major school assemblies and other important events. • Maintain the school master calendar and gmail calendar for www.cragmont.org. • Coordinate Spanish translation for the school including meetings and parent workshops • Coordinate with District Family Engagement Coordinator on Parent Workshops	August 2015-June 2016	2102 Classified Monthly 2102 Classified Monthly 2102 Classified Monthly 4380: Other / Reserve	1.0 FTE Parent Liaison (.47 FTE) (.28 FTE) (.25 FTE) Parent Involvement	District Allocation BSEP Other Title I A - Parent Involvement	 17,600 468

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
• Collaborate with District Site Family Coordinators from other school sites • Initiate parent groups that give voice to communities at Cragmont. • Develop a communication plan by the end of 2015-2016 school year that builds off of successful communication practices at the school and responds to input received from parents, teachers and the school survey. Responsible Parties: Parent Liaison, PTA, SGC,Principal					
2. Cragmont will continue to effectively communicate with our school community in both English and Spanish. Through: • Dragon Tales, Newsletters, and calendar reminders • All calls and emails as needed • Wednesday Informational flyers in homework packets. • Collecting and posting relevant websites and links from teachers (educational resource, supplemental learning on-line, etc.) on www.Cragmont.org by the PTA Internet Committee. • Teachers will be encouraged to inform parents about the classroom at least once a month through email, by newsletter and/or through class bulletin (e.g. field trip schedule, homework expectations, class projects, etc.) about current events taking place in the classroom Responsible Parties: Parent Liaison, PTA Technology Team, Principal,Teachers and Staff	August 2015-June 2017				
3. A diverse group of parents will continue to represent the School Governance Council, Black Parent	August 2015-June 2017				

Description of Specific Actions to Meet This Goal

	Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
	Advocacy Group (BPAG), English Learner Advisory Committee (ELAC) and Parent Teacher Association and actively support the school by: • Actively recruiting a diverse group of parents and families on School Governance and PTA, and involving them in shared decision-making opportunities • Encourage parents to attend district workshops sponsored by the BUSD Family/Community Partnerships Department • Continue SGC visibility at school events and functions. Responsible Parties: SGC Past/Present Council, PTA, Parent Liaison, BUSD Family Engagement Coordinator,Family/Community Partnerships					
4.	All parents/guardians will meet at least once during the initial report card period to discuss the academic achievement of their children. If a parent/guardian misses the conference, every effort will be made to reschedule, including phone conferences. Teachers will foster a partnership with families. Responsible Parties: Parent Liaison, Teachers, Staff	August 2015-June 2017				
5.	School and classroom rules and expectations will be clearly communicated by: • Dedicated classroom "Dragon Time" and school assemblies supporting PBS (Positive Behavior Support) throughout the school year. • Distributing and posting school-wide rules and expectations matrices • Informing parents at the beginning of the school year outlining expectations around behavior, attendance and homework at Back to School Night. • All rules and expectations can be found in our Parent Handbook. • Parent workshops	August 2015-June 2017				

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
• Teacher workshops • Enforcement during the school day Responsible parties: Teachers, SGC, Principal, Leadership and RTI PBIS/BEST Team					
6. A Cragmont Parent Handbook in both English and Spanish and School Directory will be updated and distributed electronically to all Cragmont families, provided by PTA. This will be distributed by the end of October. • The Parent Handbook will contain the Cragmont Student Conduct Agreement, which outlines behavioral expectations • Parent Handbook will be referred to widely in helping parents and families find answers to questions they may have over the course of the school year. It can also be used to orient new school volunteers Responsible Parties: PTA Executive committee and Technology Committee	August 2015-June 2017				
7. Cragmont PTA Exec Committee will provide Room Parent Volunteer Orientation on how to best support the classroom teacher or school. • A PTA Head Room Parent will be designated by PTA Executive Committee and present during orientation. • Teachers will share ways volunteers can help in classroom programs. • Develop a list of focused areas that need additional human resources at Cragmont and develop an increased network of volunteers from the community to meet classroom needs • Room Parents will help teachers schedule volunteers for each classroom for specific needs	August 2015-June 2017				

Description of Specific Actions to Meet This Goal

	Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
	Responsible Parties: PTA, Parent Liaison, Teachers, Principal and Staff					
8.	Parent information and activity nights will be held throughout the year in partnership with PTA /SGC/ ELAC/BPAG and the After School Program. These events will be hosted both on and off the Cragmont site in an effort to reach all families. Bilingual events and Parent Education classes may include: 1) Family/Community Event (All School Picnics, Halloween, Winter Arts Fair, African American Heritage Celebration, Role Model Days, Cesar Chavez Day, etc.) 2) Kindergarten Information Night 3) Bilingual Parent Information sessions on Core Curriculum, such as Math and Language Arts 4) Back to School Night/ Open House 5) 5th Grade Transitions Provide childcare at the meetings to ensure participation from all families. Responsible Parties: Parent Liaison, Counselor, PTA, After school Program, Principal, SGC	August 2015-June 2017				
9.	Staff will recognize outstanding parent and student service service during the annual Cesar Chavez assembly. Frames for the adult certificates will be purchased for this purpose.	August 2015-June 2017	4300 Materials and Supplies	Certificate of recognition for parent service.	PTA	

BUDGET SUMMARY 2015-16

Cragmont (112) Budget Item	Obj	DDF	BSEP Site Funds Resource 0852 BGT	FTE	Title I Resource 3010 BGT	FTE	PTA Resource 9110 (DDF 906) 9110	FTE	District LCAP Resource 0500 BGT	FTE	Other District Resources BGT	FTE	Sum of FTE
Literacy Coach	1102	019	9,700	0.10	14,565	0.15				0.20		0.55	1.00
ELD Teacher	1102	529	18,000	0.20						0.60			0.80
RTI Coordinator	1102	017	21,600	0.20						0.40			0.60
Certificated Hourly - LLI (115 hrs)	1116	000			4,400								
Parent Liaison	2902		17,600	0.28						0.47		0.25	1.00
Instructional Specialist - Garden	2182	815					7,500	0.09				0.33	0.42
Instructional Specialist - Dance	2182		11,500	0.24									0.24
Materials - Classrooms	4300		3,560										
Materials - Dream Project	4300		5,440										
Materials & Supplies (ELA/Math/ELD)	4300		5,260				10,000				1,400		
Parent Involvement					468								
Performing Arts Contract	5800						14,000						
Visual Arts Contract	5800						39,000						
MOSAIC	5800						14,000						
Mental Health Contract	5800		6,000						9,000				
Teacher Retreat											2,500		
Unallocated Reserve			3,000		742								
Total Expenditures			101,660		20,175		84,500		9,000		3,900		
Revenue Allocation			101,660		20,175								

Carryover Priorities

Materials & Supplies (Teachers)	11,000
Certificated Hourly - Interventions	4,000
Professional Development	460
Certificated Hourly - Math/Intervention	3,500
Total Carryover Priorities	18,960

Appendix A - Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I A - Basic Funding	19,707	0.00
Title I A - Parent Involvement	468	0.00
BSEP	101,660	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
BSEP	101,660.00
BSEP Carryover	18,960.00
District Allocation	9,000.00
PTA	75,500.00
Title I A - Basic Funding	19,707.00
Title I A - Parent Involvement	468.00

Appendix B - Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	23,565.00
1102 Certificated Monthly	49,300.00
1116 Certificated Hourly	12,360.00
2102 Classified Monthly	17,600.00
2102: Classified – Monthly	58,000.00
4300 Materials and Supplies	25,260.00
4300: Instructional Materials & Equipment	1,000.00
4380 Other/Reserve	3,742.00
4380: Other / Reserve	468.00
5800 Contracted Services (inc software subscriptions	34,000.00

Appendix C - Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1102 Certificated Monthly	BSEP	49,300.00
2102 Classified Monthly	BSEP	17,600.00
2102: Classified – Monthly	BSEP	11,500.00
4300 Materials and Supplies	BSEP	14,260.00
4380 Other/Reserve	BSEP	3,000.00
5800 Contracted Services (inc software	BSEP	6,000.00
1116 Certificated Hourly	BSEP Carryover	7,960.00
4300 Materials and Supplies	BSEP Carryover	11,000.00
	District Allocation	9,000.00
2102: Classified – Monthly	PTA	46,500.00
4300: Instructional Materials & Equipment	PTA	1,000.00
5800 Contracted Services (inc software	PTA	28,000.00
	Title I A - Basic Funding	14,565.00
1116 Certificated Hourly	Title I A - Basic Funding	4,400.00
4380 Other/Reserve	Title I A - Basic Funding	742.00
4380: Other / Reserve	Title I A - Parent Involvement	468.00

Appendix D - Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	187,767.00
Goal 2	19,460.00
Goal 3	18,068.00

Appendix I - 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.

<u>Standards, Assessment, and Accountability</u>

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. TCRWP assessments are given 3 times yearly and record student comprehension and fluency levels. Assessments for spelling (BEAR), and reading (TCRWP), and district math assessments 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 school wide 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 curriculum mapping, and work on specific plans for differentiating instruction to meet the learning needs of all students.

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

   By grade level, teachers map out an entire year's curriculum, matching the standards to specific content areas and themes. Student assessments guide the individualized development of curriculum units, instruction, and strategies. Staff meetings and collaboration meetings are provided for teachers to study assessments, plan, and work on specific lessons for targeting low achieving students.
   Weekly gathered data, running records and BEAR spelling assessments guide the development of literacy and spelling groups and designate just-right book levels for guided reading instruction and specific spelling lessons. The RTI team uses this assessment information along with data wise information to identify students for intervention services.

<u>Staffing and Professional Development</u>

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

   All teaching staff at Cragmont are certificated and teaching within their credentialed area.
   In addition, a majority of the staff are CLAD certified, enabling them to teach English Language Learners. Teaching staff who are not CLAD certified are taking classes and will test to acquire the CLAD certificate/CTEL permit.

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

   District-mandated curriculum materials are in the process being adopted for English Language Arts and for English Language Development. Staff will receive hours of District and Site-level training. In 2010-2011.

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.   Leadership team schedule IPD based on staff selected professional development needs. Staff development guides teachers in using the standards to instruct and assess students. Teachers meet in whole groups and grade-level teams to study and collaborative action in teaching, assessing, and using the best strategies of instruction. All teaching staff and the principal are attending SB472 training on implementing our district adopted Everyday Mathematics curriculum.

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

   All site-based and district-wide staff development is aligned with grade level content standards and addresses the professional needs of teachers to increase student achievement.

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

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

   RTI Team assist teachers with specific services for students and in-classroom plans with behavior systems and specialized interventions.

   The Evaluation and Assessment office has teachers on special assignment, who prepare and present student assessment data to teachers, and instruct teachers on how to use data to inform instruction.

8. Teacher collaboration by grade level (EPC)

   Teachers collaborate a minimum of four hours each month. This collaboration includes curriculum planning, analysis of student work, and planning lesson strategies and materials. The focus for site-based collaboration is determined by the Leadership team. In addition, district-based collaboration occurs throughout the year and provides teachers an opportunity to network and collaborate with grade-level colleagues from other sites.

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)

    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 Monday, Tuesday, Thursday, Friday, 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 curriculum)

30 English Language 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 Language Development
60 Math

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

Daily minutes:
60 English Language Arts (reading and writing)
30 English Language Development and other English Language Arts interventions
50 Math, including interventions

11. Lesson pacing schedule (EPC)

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

The district has created and provided a pacing guide for math which ensures that all students receive the complete standards-based
curriculum in this area. Local assessments are aligned with the pacing guide

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

Standards-based instructional materials are used at every grade level for core curriculum. Additional materials in Spanish have been purchased with site funds to provide English Language Learners and students in the bilingual program access to the core curriculum.

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

Teachers use SBE-adopted, standards-aligned instructional materials for the core curriculum.

Opportunity and Equal Educational Access

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

There are during school and after school support services that enable under performing students to meet standards.

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

From classroom teachers, students receive individualized instruction, enhanced instruction time, and scaffold 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. Instructional Assistants support the learning of students in Special Education by using specific support strategies which enable students to meet their IEP goals and objectives.

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

After school academic interventions taught by teachers will provide students who are struggling academically the opportunity to develop skills and concepts necessary to reach grade level proficiency.
The after school programs will provide a structured environment for students to complete their homework in grade level groups. Instructional Technicians and contracted tutors provide mentoring and support for students.

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

Transition meetings are held for Special Education preschool students entering Kindergarten. Our Resource teachers attends these meetings in order to inform staff of the student's needs once the student is enrolled in kindergarten. In addition, Kindergarten teachers regularly contact preschool teachers to learn additional information about students in their class. At times, preschool programs contact the school to observe kindergarten classes and meet with teachers in order to better prepare students for Kindergarten.

Involvement

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

Parents/guardians receive information and resources through Parent-Teacher Conferences, IEP goals, and SST meetings. Back to School Night and Open House encourage parent participation, help staff receive input, and enable the staff to communicate standards and opportunities for assistance. Teacher, Principal, and PTA Newsletters keep families informed. All school communications are translated into Spanish. Free and Reduced price meals help students receive balanced nutrition. Our Special Education teachers and staff provide a range of services for students in Special Education. In addition, our Resource Teachers work towards meeting student needs (both IEP and general education students) both in the classroom and as a pull-out program.The Psychologist provides testing and student/family support. Other support services include: Speech Therapy, and Occupational Therapy. These services are provided to students as designated in students' IEP or 504 plan. Counseling is available for identified students.

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

Meeting Goal
The school and parent leadership (PTA,SGC) have worked together diligently to improve the school climate to make all families feel welcome and to hold all families accountable in working in a partnership with the school.While parent involvement is strong, we continuously seek to find ways to better engage and involve parents, and in particular underrepresented parent groups.

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)

School Governance Council is composed of 6 parents and 6 teachers who meet regularly to follow the state and federal guidelines for funding sources. Beginning in September, parents/guardians are encouraged to join the nomination/voting process to become members of this team. A goal for 2015-16 is to have the make up of the SGC represent the demographics of our student population in order to have full representation and voice from all groups. An annual survey is conducted by the SGC and given to parents/guardians, staff, and this year K-5 grade students. Survey information is used to develop priorities for the school and identify areas to improve.The school needs better representation at DELAC and DAC. At the site level there is continued involvement of all constituents in the planning and implementation of the site plan.

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

Exceeding performance goal
The school allocates much of its limited categorical funds on meeting the needs of under performing students.

22. Fiscal support (EPC)

   We truly have a diverse student population. This diversity enriches our school and also poses challenges when we have limited resources to meet the needs of our students optimally. Students would benefit from increased resources in the areas of Literacy support, Intervention (during the school day and after school), and RTIsupport. It is our hope that through strategic budgeting, identifying and acquiring additional funding sources (such as grants) we can more fully serve our growing and diverse student population.

Appendix J - 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 agree to carry out the following responsibilities to the best of my ability:
- Come to school ready to learn and work hard.
- Be responsible, respectful and safe.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Do my personal best.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Read every day.

Parents Pledge:
I agree to follow through with each item listed below:
- Communicate and model the importance of learning to my child.
- Provide a quiet time and place for homework completion.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Read to my child and encourage my child to read every day.
- Regularly monitor my child's progress in school.
- Commit time to the school to support students, staff, and other parents.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Work as part of a supportive team with my child's teacher.

Staff Pledge:
I agree to carry out the following responsibilities to the best of my ability:
- Provide high-quality curriculum and instruction based on state standards
- Do my personal best and motivate students to do the same.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Leave personal issues at the door.
- Keep the energy positive with students, parents, and families.
- Provide meaningful, daily homework assignments to reinforce and extend learning
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Participate in school activities and school decision making (i.e. SGC/SAC, PTA, and Leadership Committee meetings).