



Berkeley Unified School District
BSEP & Educational Services Departments

Jefferson Elementary

Consolidated School Plan

2015 – 2016

The Single Plan for Student Achievement

Jefferson Elementary School

School Name

01-61143-6090252

CDS Code

Date of this revision: May 14, 2015

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Berkeley Unified School District

School District

Superintendent: Donald Evans, Ed.D.
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The District Governing Board approved this revision of the School Plan on .

I. Consolidated School Plan for Educating The Whole Child

School Name: Jefferson Elementary School	School Year: 2015-2016
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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.

Goal 4: Enhance the development of the whole child by providing an enriched and engaging environment that is safe and supportive for all children.

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.

PRIORITIES FOR ADDITIONAL FUNDS:

- Math Support \$7000
- Playworks \$4,500
- Cultural Competency

CONTINGENCY PLAN:

Site Committee Representatives:

Parents/Community	Staff
(Chair): Peter Ross (Parent)	(Principal): Sonya Martin
(Co-Chair, if applicable):	(Teacher): Mary Cazden
Emre Cengiz (Alt)	(Teacher): Sean Keller
Prashant Jawalikar	(Teacher): Rick Kleine
Jamaica Moon	(Classified):
Terry Pastika	(Teacher) Anne Scheele
Shauna Rabinowitz	

BSEP Planning & Oversight Committee Representative:

Shauna Rabinowitz

ELAC/DELAC (District English Learner Advisory Committee) Representative:

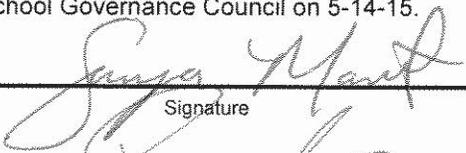
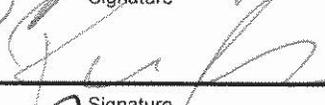
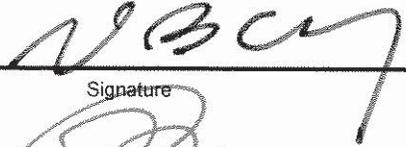
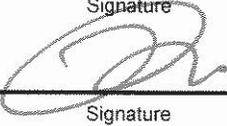
II. Recommendations and Assurances

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

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

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

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on .
8. This school plan was adopted by the School Governance Council on 5-14-15.

Sonya Martin Principal	 Signature	5/14/15 Date
Peter Ross (Parent) School Governance Council Chair	 Signature	5/13/2015 Date
Patricia Saddler Director, Special Programs and Projects	 Signature	6/8/15 Date
Natasha Beery Director, Berkeley Schools Excellence Program	 Signature	6/8/15 Date
Pasquale Scuderi Assistant Superintendent, Educational Services	 Signature	6/8/15 Date

IV. School Profile

SCHOOL PROFILE

For additional school facts and information, please view the attachment titled: Jefferson School Information Sheet 2014-15.docx

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

Comprehensive instruction in the areas of language arts, mathematics, science, visual and performing arts, social studies, and physical education is provided to 403 students. Jefferson's student population will increase to 420 students for the 2015-2016 school year.

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

Ethnic Distribution

2010	2011	2012	2013	2014	2015			
African American			21%	16%	17%	16%	14%	13%
Asian/Pacific Islander			11%	9.9%	10%	8%	7%	9%
Hispanic/Latino			20%	16.2%	19%	18%	18%	17%
Filipino			1%	1%	0%	.06%	1%	.74%
White (not Hispanic)			36%	39.7%	39%	41%	41%	42%
Other/Declined to state			8%	3%	0%	0%	0%	0%
Two or more Races			13.6%	13%		16%	19%	18%

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

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

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

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

Our program also helps students learn to appreciate themselves and others. Thus, school activities incorporate and celebrate the cultural, ethnic, and linguistic diversity of the families in our community. Students are encouraged to

participate in community programs that allow them to demonstrate their skills and talents as well as to provide a service to the community.

Jefferson is a welcoming school. Recognizing that parent involvement is crucial to a child's academic and social success, home-school connections are valued. The principal and staff emphasize strong two-way communication. Parents and guardians are encouraged to be involved in the everyday activities of the school. Parents and guardians can participate by: 1) volunteering (in classrooms, serving as field trip chaperones), 2) assisting with PTA projects and school fund raising efforts, or 3) becoming involved in the decision-making process. Parents and guardians serve on a variety of site governing committees (School Site Council and the BSEP, English Language Advisory Council, and School Advisory Committees). Parents/guardians also serve on The Village Group Committee, Garden Committee, Project Color Art Committee, Science Committee, Grants Committee, Green Team, JefferSons and Daughters Families Support Committee and other school committees.

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

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

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

V. Comprehensive Needs Assessment Components

A. Data Analysis

For detailed school performance data analysis see two attachments: 1) Document: Jefferson Indicators of Progress to Achieve LCAP and SGC Goals 2014-15.pdf and 2) Power Point: Jefferson 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

SURVEY

The school conducted a Parent Engagement survey in April 2015 to

- learn our community's concerns, needs and experiences regarding school culture, climate, home/school partnership and communications;
- learn our community's knowledge of how the school has made progress on implementing more science and art
- learn our community's understanding of the reading, writing and math curriculum.

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

- to create better communication between home and school
- to create a culture of safety at the school;
- to determine priorities for the curriculum (i.e. math, science and the arts) at the school.

Other venues for information sharing and input:

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

BUSD and Jefferson provided families with a joint survey for the 2014-2015 school year. The District portion of the survey aimed to gather feedback specific to the LCAP goals which focused on prioritizing programs and school climate. The School Governance Council's focus was to obtain information from families regarding the progress made on the key themes that came out of the CommUnity Meeting held in the Spring of 2014. This year's survey was conducted in April 2015 and was used to make funding decisions for the 2015-2016 school year. The survey was created online through Survey Monkey. Families had the option to take the survey online; and a paper version was sent home to all families, as well as having computers available onsite with the help of our Family Engagement Coordinator.

Jefferson has approximately 238 families. Of these families 148 (62%) completed the survey. Analysis of the data revealed that 62% of families believe the school has made improvements on helping them understand the Common Core Curriculum in the areas of reading, writing, and math. Some families (32%) believe science is being implemented regularly, while 22% disagree. More families (37%) believe students have been provided more opportunities to participate in the arts, while 24% disagree. In the area of developing our students social emotional skills 54% of families felt the school has made progress on building conflict resolution skills, are addressing bullying, and have focused on issue related to gender. The data revealed that only 26% of families felt the school has made progress on enhancing students' experiences on the yard. The majority of families feel comfortable and free to communicate with school staff. Some families desire more communication and would like to have a second parent conference in the second half of the year.

The analysis revealed areas where improvement is needed. Specifically, there is a need to enhance our Science implementation. In third grade, science is being implemented innovatively. Each teacher has taken one Foss unit they feel strongest in and teaches it to all students. The teachers rotate students every several weeks until all students have been taught each unit. Jefferson is looking to address this concern by employing the same or similar structures

in grades K-3. In grades 4th and 5th a Science Release Teacher (SRT) is provided. The goal is to find a high quality (SRT). Jefferson will support families in their understanding of the Common Core Curriculum by continuing to offering parent/guardian workshops. Another area to focus on is providing more in the area of arts education. Jefferson will highlighting the arts that are happening through the curriculum to address this issue and provide additional art opportunities as needed and funding permits. The analysis also showed a need for more communication with families. This will be addressed through principal, teacher, and PTA newsletters, etree messages, flyers, or robo calls etc. The school will also explore the possibility of an additional parent conference. The top funding priorities that respondents felt were important were: additional mathematics support, addressing the concerns regarding the yard, equity issues regarding cultural competence and culturally responsive teaching and differentiation strategies, ELD, RTI, Literacy, parent workshops, and after school support for struggling students.

C. Classroom Observations

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

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

SCHOOL CULTURE AND CLIMATE DATA

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

D. Student Work and School Documents

The school (individual teachers, grade level teams, literacy coaches, ELD teacher, Equity Teacher Leader, Math Teacher Leader, ULSS / RTI2 Team and PBIS Team) look at student assessment data in math, reading, writing, and spelling, which are available three times per year. Our Rtl Team conducts case management conferences several times per month to monitor student progress and support teachers in addressing needs. The PBIS Team looks at discipline issues, and has implemented data tracking systems in conjunction with the Berkeley Evaluation and Assessment Office.

E. Analysis of Current Instructional Program

E. 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.

Strategy 1: K-5 Literacy Coach - The Literacy Coach spends time in classrooms, supporting classroom teachers in the implementation of TCRWP. She does classroom observations, noting the strengths and areas of growth for teachers and works to support their teaching practice and implement all components of the TCRWP curriculum. The Literacy Coach also works with small groups of students in grades K-5 who are reading below grade level. She works with students using the LLI reading program.

Evidence of effectiveness in improving student achievement

- Consistent implementation of TCRWP and all the components in every classroom.

- We have seen an average growth of 3.8 levels growth in 17.5 weeks of reading group time, 3-4 times per week for 30 minutes.
- Teachers using best practices aligned with Common Core standards

Strategy 2: .20 FTE RTI personnel - the RTI teacher is coordinating Case Management, Student Study Teams, Snapshot Meetings, and Intervention Services.

Evidence of effectiveness in improving student achievement

- Organization of Intervention Services (LLI groups, Reading Recovery, Family Engagement Liaison Support, Build, Counseling, ELD services) - tracking system and
- Teacher and Staff understanding of Intervention Services and processes.

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.

Strategy 1: Share information, have discussions and engage in professional development regarding race and equity in our schools. Select focus students to monitor and support and do inquiry about their successes and struggles.

Evidence of effectiveness in improving student achievement

- Low number of office referrals for the 2014-2015 school year.
- Staff PD on race and equity which led to teachers teaching a lesson on race and reflecting on our practices.
- Teachers collecting data on their focus students and meeting in grade level Intervention Wall groups to discuss student access and achievement during teacher collaboration.

Strategy 2: .40 Family Engagement Liaison position

Evidence of effectiveness in improving student achievement

- This position has the potential to be excellent for this cause, however, it must have the right person working with the families.

Ineffective or Minimally Effective Strategy - Use of data to analyze student results and progress on a regular basis:

- Teachers do not fully know how to navigate Illuminate to search for the data that would be effective to use go guide their practice.
- There is a lack of data for math is another concern. We need this data to drive where we are going.
- There is a lack of professional development to get teachers up to par on navigating these important avenues to gain student data in more innovative ways. The data sheets are ok, and we have to motivate and inspire teachers to get more comfortable with the technology they have at their disposal.

Elementary teachers should also be taught how to give online assessments. This may assist students with the new SBA testing, and their overall computer skills. This will also save teachers so much time with grading.

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.

Strategy 1: Communicate via newsletter, school messenger (robo-call), etree, and paper to ensure everyone has school-related information.

Evidence of effectiveness in improving student achievement

- Up-to-date Website
- High attendance at school events
- Multiple ways to access school information

Strategy 2: Implementation of Welcoming Schools Curriculum and Toolbox program

Evidence of effectiveness in improving student achievement

- Students, families and staff using the Toolbox language, including when challenging situations arise
- Posters and work in classrooms on boards reveal the work is occurring.

Ineffective or Minimally Effective Strategy - attendance letters sent to families with students with excessive absenteeism

- SART/SARB process needs to be revamped. It seems there is a huge loop hole in the system. Based on the analysis of this practice, I would recommend that the SART/SARB process continue and it should be reviewed to enhance its effectiveness. We need to figure out additional ways to support families to get their children to school on time. Perhaps, the Family Engagement Liaison can intervene early on.

Based on the analysis of this practice, would you recommend:

- o I do not recommend eliminating any of them from the plan. I do recommend continuing with the Family Liaison position but allowing the schools to hire who they feel is a match for their specific school sites.

VI. Description of Barriers and Related School Goals

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

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

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

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

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 disproportionately 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 (Jefferson Elementary School)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	33	26	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	33	26	
Number Met	14	--	
Percent Met	42.4%	--	
NCLB Target	57.5	59.0	60.5
Met Target	No	--	

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	30	7	22	8		
Number Met	6	--	--	--		
Percent Met	20.0%	--	--	--		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	No	*	--	--		

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	--		
Met Percent Proficient or Above	--		
Mathematics			
Met Participation Rate	--		
Met Percent Proficient or Above	--		

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	1	20	3	60	1	20					5
2			3	60	2	40					5
3					*****	***					*****
4	2	33	2	33	1	17			1	17	6
5	1	14	2	29	3	43	1	14			7
Total	4	15	10	38	10	38	1	4	1	4	26

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
<p>1. Jefferson staff and teachers will ensure implementation of a balanced high quality English Language Arts Program using district adopted programs and practices within a balanced literacy block.</p> <ul style="list-style-type: none"> • Teachers will continue to implement the Caulkins writing program and continue to implement the Columbia Teachers Reading Program with the support of the Literacy Coach and other support staff • Staff will attend district led professional development on the Columbia model on site and as offered throughout the 2015-16 school year • Literacy teacher will give ongoing training to personnel during staff meetings and will demonstrate model lessons in all classes. • Using equity strategies teachers will track the achievement of focus students. Equity Strategies include: No Opt Out, Multiple Perspectives, Independent Reading and Pair/Share, Positive Esteem, Opt In, High Help High Perfectionism, Seeking Multiple Perspectives, and Using Experiences of Students. • All appropriate and necessary materials including leveled texts, literature circle materials, Zinke spelling materials, teacher resources, handwriting materials, listening centers, writing and illustrating materials, Quick Reads, and teacher instructional materials will be provided. • Continue to institute Dedicated Literacy Block - Kindergarten- 3rd grades: 8:30- 11:00 <p>Full use of Instructional Minutes: TK: Use of all Transitional Kindergarten BUSD</p>	<p>September 15-June 16</p>	1102 Certificated Monthly	1.0 Literacy Coach (.25 BSEP)	BSEP	27,890
		4380 Other/Reserve	Personnel Variance	BSEP	2,820
		4300 Materials and Supplies	Materials and Supplies Additional BSEP funds from carryover as available	BSEP	5,000
		4300 Materials and Supplies		PTA	3,000
		4300 Materials and Supplies	Instructional Materials to support the core curriculum.	Title I A - Basic Funding	1,318

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>adopted curriculum Kindergarten: minimum 60 minutes daily 1st-3rd Grades: 120 minutes daily (45 minutes for writing and 75 minutes for reading) 4th-5th: 90 minutes daily (including 45 for writing)</p>					
<p>2. Jefferson teachers and staff will ensure that all K-5 students are provided high quality mathematics and science instruction by implementing "A Story of Units" math program and the Next Generation Science Standards.</p> <ul style="list-style-type: none"> Use new district math assessments that are aligned to the Story of Units (STU) to monitor student progress. Use SOU and district math assessments for data- driven teacher collaboration and professional development. Use SOU and district math assessment results to inform Response to Intervention and After School Intervention programs. Participate in ongoing training for K-5 math curriculum and instruction (all teachers K-5) MTL to provide ongoing support for teachers and PD as needed at the site level. Participate in NGSS training provided for K-5. Provide ongoing support to teachers and PD as needed at the site level. Report classroom science activity in (principal, teacher, or pta) newsletter Participate in implementation and tracking of the Equity Rubric as a part of the professional learning community. Staff will track focus students and regularly report on student progress using a variety of assessment tools and measures. 	September 15-June 16	<p>1116 Certificated Hourly</p> <p>1116 Certificated Hourly</p>	<p>Provide substitutes so teachers can observe grade level colleagues teaching SOU as funds become available.</p> <p>Math Intervention Support as Additional BSEP funds from carryover or grants as available</p>		
<p>3. Implement an English Language Development Program for K-5 English Language Learners:</p> <ul style="list-style-type: none"> Fund .76 ELD teacher to provide 30 minutes of 	September 15-June 16	1102 Certificated Monthly	.76 FTE English Language Development Teacher (.22 FTE PTA)	PTA	19,000

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>ELD daily at the appropriate CELDT level.</p> <ul style="list-style-type: none"> Continue to implement a system to monitor the progress of students in English Language acquisition to ensure that each student is gaining at least one CELDT level per year, using the blue card as an active instrument to support ELL's Implement newly adopted ELL curriculum in all classrooms Participate in district professional development and provide site level training in implementation strategies to ensure all students receive required ELD content Use GLAD strategies Literacy Coach will provide targeted instruction, in small groups, for ELL students as needed Hold Parent/Guardian workshops on understanding CELDT and the ELD program at Jefferson Devote staff meeting and ULSS meeting time to analyze CELDT scores , levels and ELD instruction Implement after school intervention classes for ELL students Purchase ELD materials to support the new adoption 		<p>4300: Instructional Materials & Equipment</p> <p>1116 Certificated Hourly</p> <p>4380 Other/Reserve</p>	<p>(.14 FTE Title I)</p> <p>ELD Instructional Materials</p> <p>Parent Involvement - Literacy Workshops</p> <p>Personnel Variance</p>	<p>Title I A - Basic Funding</p> <p>Title I A - Basic Funding</p>	<p>11,893</p> <p>595</p>
<p>4. Extend learning of K-5 students with an after school site intervention program that supports students in reaching grade level proficiency. Extend after school programming to 4 days a week from 2:30-4:00 pm</p> <ul style="list-style-type: none"> Continue to implement the Afterschool Learning Program (ALP) to pre-teach grade level material to students in K-5, extending the program to 4 days a week for one hour each day Provide a late bus to ensure equitable after school participation Provide time and allocate hourly funds for structured collaboration between all after school intervention and support providers including: JAZ, ALP, and BEARS - to strengthen academic intervention in every program 	<p>September 15-June 16</p>	<p>1116 Certificated Hourly</p> <p>1116 Certificated Hourly</p> <p>5800 Contracted Services (inc software subscriptions)</p>	<p>Afterschool intervention - ALP, LLI, BUILD Coord</p> <p>Additional funds will further support ALP as they become available from additional revenue,</p> <p>BUILD</p>	<p>BSEP</p> <p>BSEP</p>	<p>12,000</p> <p>2,500</p>

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"> Provide professional development for all after school providers in strategies to support student academic growth Provide structured homework support that includes staff, tutors and other volunteers Expand BUILD program to increase the number of tutors 					
<p>5. Provide early intervention best practice strategies through the Universal Learning Support System model to meet the learning needs of students at the first sign of academic struggle</p> <ul style="list-style-type: none"> Regular ULSS team meetings- to collaborate and reflect on school wide systems in place to meet the needs of identified students Implementation of RTI - 3- tier response (Classroom, Small Group, Learning Center) with emphasis on Tier 1 interventions (classroom) Snapshot Meetings Provide staff with professional development in differentiation and RTI practices Use the reading ,writing and math assessment walls to monitor school progress Case management of student support services including: vision, hearing, dental, homelessness, and other health and social service related services Allocate funds to support full implementation of ULSS- ULSS/RTI intervention teacher 	September 15-June 16	<p>1102 Certificated Monthly</p> <p>1116 Certificated Hourly</p> <p>4300: Instructional Materials & Equipment</p>	<p>1.0 FTE RtI Teacher (.50 GF, .20 LCAP, .30 BSEP)</p> <p>Substitutes</p> <p>Materials and Supplies from Grants as funds become available.</p>	<p>BSEP</p> <p>BSEP</p>	<p>29,680</p> <p>4,000</p>
<p>6. Support transitions for students as they move pre-K to K and 5th grade to 6th grade;</p> <p>Hold transition meetings for pre- K special education students who are entering Kindergarten Hold transition meetings for 5th grade special education students who are entering middle school Complete placement cards for all 5th grade students Conduct "Balanced Beginning " screening for incoming kindergarten students to create balanced classes and identify student needs</p>	September 15-June 16				

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>7. Ensure that IEP's for Special Education students list appropriate and measurable academic goals for students aligned with state standards :</p> <ul style="list-style-type: none"> • Discuss Special Education goals during: IEP's, ULSS meetings, Special Education meetings, SST's and staff collaboration time • Meet regularly with Special Education Area Supervisor 	September 15-June 16				
<p>8. Increase classroom library collections to represent a wide range of levels, genres, and authors with a focus on non-fiction that supports implementation of the Common Core.</p>	September 15-June 16	4300 Materials and Supplies	Reading Support Materials	PTA	3,500
<p>9. Additional Enrichment to enhance the academic program:</p> <p>PTA-funded YMCA PE Program- 45 minutes of PE and supervision and activities coordination at all recesses.</p> <p>PTA and Site funded Playworks program "Team-Up" will provide a site coordinator to offer consultation and training to teachers, students, and yard staff one week per month. The coordinator will model best practices for yard activities, and develop foundational skills to increase engagement, and enhance play and safety on the yard at all morning and lunch recesses. They will also provide 8-10 hours of PD to staff.</p> <p>Jefferson School PTA will provide after school enrichment classes on a fee based program with scholarships for students available for all enrichment classes.</p> <p>Professional Development for Performing Arts- Arts Anchor Grant- VAPA grant to bring specialist to site to provide PD in movement.</p>	September 15-June 16	<p>5800 Contracted Services (inc software subscriptions)</p> <p>4380 Other/Reserve</p> <p>2102 Classified Monthly</p> <p>5800 Contracted Services (inc software subscriptions)</p>	<p>YMCA PE contract</p> <p>Playworks contract (PTA)</p> <p>Playworks contract</p> <p>Afterschool Enrichment Scholarships</p> <p>PTA to fund at \$15 per student to support the BUSD garden program.</p> <p>Arts Anchor Program</p>	<p>PTA</p> <p>PTA</p> <p>BSEP</p> <p>PTA</p> <p>PTA</p>	<p>23,000</p> <p>12,500</p> <p>4,500</p> <p>8,000</p> <p>7,000</p>

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>School Garden and Garden/Science Program- .33 FTE- To offer garden based science lessons in the school garden. On a half year schedule: Classes will receive 18-45 min. lessons during the school year. Classroom teachers will collaborate with the Garden Instructor and will be present during classes.</p>					
<p>10. Counselor will provide services to: individual students, small groups and whole class. Counselor will coordinate Conflict Management Program and participate on BEST team.</p>	<p>September 15-June 16</p>	<p>5800 Contracted Services (inc software subscriptions</p>	<p>Counseling contract Funded from additional grants as funds become available (\$5,000 COB)</p>	<p>PTA</p>	<p>5,000</p>
			<p>LCAP</p>	<p>District Allocation</p>	<p>9,000</p>

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 2014-15 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
<p>1. Jefferson will participate in an Equity Centered Professional Learning Community: Professional Development will include teacher observations, professional reading materials, presenters</p> <ul style="list-style-type: none"> • Staff will continue focus on Cultural Relevancy and professional development . • Staff will continue to implement the Equity Rubric with a focus on Student Centered Teaching. • Staff will participate in ongoing staff development on systematic ELD , the Columbia Teacher's College Reading and Writing Project, Stories of Unit math curriculum and Toolbox. • TIP funds will support PD for conference attendance and to pay for substitutes. 	September 15-June 16	<p>2102 Classified Monthly</p> <p>1116 Certificated Hourly</p>	TIP Professional Development	Other	
<p>2. Culturally Relevant Teaching-</p> <ul style="list-style-type: none"> • Staff will continue ongoing professional development using a wide variety of professional literature and resources to study cultural relevance strategies including: No Opt Out, Pair/Share, High Help High Perfectionism, Seeks Multiple Perspectives, Using real-life experiences to connect learning and Gender Equity etc, and Independent Reading- while using various other Equity Strategies for increasing on task learning and student engagement. • Leadership Team, and staff will continue to focus on issues of race and racism and their impact on student learning including further implementation of the Equity Rubric with a goal of reaching competency on Student Centered Teaching and Learning. • Study Circle workshops will be offered two times a year with the Cultural Competence Lead Coach for all stakeholders 	September 15-June 16	1116 Certificated Hourly			

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>3. Jefferson will continue to implement Toolbox and other district adopted programs: PBIS and Welcoming Schools anti-bias curriculum to increase student achievement and engagement, reduce inequities in discipline, safeguard students from bias, and promote positive behavior support.</p> <ul style="list-style-type: none"> • Teachers and staff will continue with training in the Toolbox Curriculum during District staff development and specified school-wide collaboration days. • Teachers, classified staff, parents, and the principal will revise and display school-wide rules for common areas. Rules will be posted in all common areas, school communications, and communicated to parents/guardians • Teachers, classified staff, parents, and the principal will implement strategies for teaching and reinforcing school-wide behavior expectations throughout the year • All staff will teach students school-wide rules and behavior expectations through specific lessons, school-rules assemblies, and by modeling expected behavior • All staff will reinforce and reteach expected behavior in students through the use of positive recognition, active supervision techniques, and conflict resolution/de-escalation strategies • Parents/Guardians will receive information on school rules at the beginning of the year. Rules will be referred to throughout the year. • Teachers will develop grade level agreements for when to refer a student to the office and when to address student behavior in the classroom • Continue to use progressive discipline and logical consequences to help students correct when they make negative behavior choices • Teachers and Principal will work collaboratively to identify key lessons in Second Step, Welcoming Schools, and PBIS lessons to be taught at each grade level. • Teachers will identify and teach selected lessons from the Welcoming Schools anti-bias curriculum 	<p>September 15-June 16</p>				

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>to address issues of bullying and bias-related harassment</p> <ul style="list-style-type: none"> Noon duty supervisors along with other identified support staff will meet regularly to strengthen their supervision techniques, learn additional strategies, and problem-solve student conflict situations as they arise. Supervisors will receive training from the District PBIS Coordinator. Hire additional noon duty supervisors to support students during lunch recess 					
<p>4. Jefferson school will hold year long school assemblies that feature culturally diverse presentations and programs that support school wide positive climate. Special guest performers from a wide range of cultures will be funded with grants as available.</p>	September 15-June 16	5800 Contracted Services (inc software subscriptions	Bi-weekly assembly performances	PTA	2,000
<p>5. Instruction in Visual and Performing Arts will be incorporated in all classrooms to engage students and to draw upon and develop the full range of student learning styles.</p> <p>Students in Grades-K-2 will participate in Visual Arts classes taught by Certificated Staff Lucy Ames. Students in Grades 3-5 will participate in BUSD instrumental and choral music program.</p> <p>Students in grades 2 will receive music instruction from a collaboration/grant with the SF Girls Chorus-</p> <p>Volunteer Musicians from the School Community will accompany bi-monthly school wide assembly singing.</p>	September 15-June 16				
<p>6. Identify successful models within the district and facilitate teachers learning from one another through an organized structure that includes peer observations, action research and other successful collaborative structures.</p> <ul style="list-style-type: none"> Staff will observe colleagues, both site and district wide, including literacy and ELL coach, and will share learning at staff and collaboration 	September 15-June 16				

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>meetings .</p> <ul style="list-style-type: none"> • . • Staff will collaborate with BREA, Literacy Coach, ULSS team, Math Coaches and other district staff to identify focus students in order to track student progress to ensure academic success during staff and collaboration meetings twice a month. • Qualified teachers may choose the alternative evaluation process to conduct lesson study with district peers. 					
<p>7. Jefferson Staff will attend a school retreat focused on building an equity centered Professional Learning Community, curriculum mapping, and PBIS school wide systems. , PTA funds and other donations will be used to fund the retreat.</p>	<p>September 15-June 16</p>	<p>4380: Other / Reserve</p>	<p>Retreat Location, Food, Materials</p>	<p>PTA</p>	<p>2,000</p>

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 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:

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 activities (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
<p>1. Jefferson School will provide parent forums and educational events on topics identified as critical by diverse parent/guardian groups including:</p> <ul style="list-style-type: none"> • Workshops for English Language Learner families: Understanding the CELDT, Report Card and teacher conferencing • Common Core • Helping your child with Social Conflicts and Bullying • Homework • Study Circles on Diversity- facilitated by Pamela Harrison Small • Story of Units • Toolbox Training for parents/guardians • Other workshops as identified by parent/guardian need <p>Site will collaborate with all relevant district offices and will provide translation for Spanish speaking families and other non- English speakers as available.</p> <p>Teacher hourly and Parent Involvement funds will be used to fund workshops including: food, childcare, meeting facilitators, materials and supplies</p>	<p>September 15-June 16</p>	<p>1116 Certificated Hourly</p>	<p>Parent/Guardian Workshops</p>	<p>BSEP PTA Title I A - Parent Involvement</p>	<p>2,000 5,000 328</p>
<p>2. Jefferson staff will partner with Family and Community Partnerships office, District PTA, DELAC and other district parent/guardian groups to train and support site parent/guardian groups to strengthen their capacity to collaborate with principal and school staff on issues that impact student achievement and well being.</p> <p>These groups include:</p> <ul style="list-style-type: none"> • The Village Families Group • Latino Families Group • ELAC 	<p>September 15-June 16</p>	<p>4380: Other / Reserve 2102 Classified Monthly</p>	<p>Parent Support/Education-increase workshop offerings and teacher hourly for parent/guardian meetings and materials as funds become available.</p>		

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"> • PTA • Project Color • All other groups to be formed based on parent/guardian interest • School Governance Council 					
<p>3. Jefferson will hold school wide community events including: Juneteenth, Music and Art Night, Multicultural Family Night, Black History Block Party, Mayfair, Open House, Back to School Night, Family Art Night, Family Math Night, Annual Community Meeting and Breakfast and other events as identified by the PTA and School staff that involve parents/guardians in our school community.</p> <p>Funding for events: PTA, grants</p>	September 15-June 16	4380: Other / Reserve	<p>Multi-cultural school-wide event support</p> <p>Increase funds as they become available from additional revenue</p>	PTA	1,000
<p>4. Jefferson school staff will strengthen relationships with parents/guardians by conducting regular Student Study Team meetings with parents and guardians for students in need of social/emotional and educational support. Site Student Study Team Coordinator will schedule all meetings, record notes and facilitate follow up.</p> <p>Jefferson school's ULSS team will meet twice a month to strategize regarding student and parent/guardian needs and supports. ULSS will coordinate support services including: dental, hearing and vision testing, homelessness services, public health nurse supports and other support needs that arise.</p> <p>Jefferson staff will increase communication with families to enhance the home school connection through email, phone calls, text messages, newsletters, and will explore electronic portfolios and consider a Spring Parent Teacher Conference.</p> <p>Jefferson school's PTA, SGC, ELAC, and the Village etc. will make all families feel welcome to participate in all activities and meetings.</p>	September 15-June 16				

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
5. Family Engagement Coordinator: Will coordinate site services to families and will collaborate with the RTI team to determine services, programs available. The position is new to Jefferson and is a .4FTE. Focus on: McKinney Vento, Health Services, Attendance, other student needs.	September 15-June 16	2102 Classified Monthly	Family Engagement	District Allocation	

BUDGET SUMMARY 2015-16

Jefferson			BSEP Site Funds Resource 0852		Title I Resource 3010		PTA Resource 9110 (DDF 906)		LCAP Resource 0500		Other District Resources		Sum of FTE
			Obj	DDF	BGT	FTE	BGT	FTE	9110	FTE	BGT	FTE	
Literacy Coach	1102	019	27,890	0.25						0.20		0.55	1.00
RTI TSA	1102	017	29,680	0.30						0.20		0.50	1.00
ELD Coach	1102	529			11,893	0.14	19,000	0.22		0.40			0.76
Subs for Curriculum	1114	000	4,000										
Certificated Hourly - Parent Workshops (65 hrs)	1116	000	2,000				5,000						
Certificated Hourly - ALP (320 hrs)	1116	000	12,000										
Instructional Specialist - Garden	2182	019					7,000	0.09				0.32	0.41
Materials & Supplies	4300		5,000		1,318		6,500						
Parent Involvement	4300				328								
Enrichment Scholarships							8,000						
Retreats	5800						2,000						
Assemblies & School-wide Events	5800						3,000						
PE Contract - YMCA	5800						23,000						
Noon Activities Contract - Playworks	5800		4,500				12,500						
Mental Health Contract - BACR	5800						5,000						
BUILD Tutor Contract	5800		2,500										
Unallocated Reserve			2,820		595								

Total Expenditures

90,390

14,134

91,000

Revenue Allocation

90,390

14,134

Carryover Priorities

Math Support (Teacher Hourly)

7,000

Cultural Compentency (Contract)

5,000

Total Carryover Priorities

12,000

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	13,806	0.00
Title I A - Parent Involvement	328	0.00
BSEP	90,390	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
BSEP	90,390.00
District Allocation	9,000.00
PTA	91,000.00
Title I A - Basic Funding	13,806.00
Title I A - Parent Involvement	328.00

Appendix B - Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	21,393.00
1102 Certificated Monthly	76,570.00
1116 Certificated Hourly	18,000.00
2102 Classified Monthly	7,000.00
4300 Materials and Supplies	12,818.00
4380 Other/Reserve	11,415.00
4380: Other / Reserve	3,000.00
5800 Contracted Services (inc software subscriptions)	32,500.00

Appendix C - Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	BSEP	4,500.00
1102 Certificated Monthly	BSEP	57,570.00
1116 Certificated Hourly	BSEP	18,000.00
4300 Materials and Supplies	BSEP	5,000.00
4380 Other/Reserve	BSEP	2,820.00
5800 Contracted Services (inc software	BSEP	2,500.00
	District Allocation	9,000.00
	PTA	12,500.00
	PTA	5,000.00
1102 Certificated Monthly	PTA	19,000.00
2102 Classified Monthly	PTA	7,000.00
4300 Materials and Supplies	PTA	6,500.00
4380 Other/Reserve	PTA	8,000.00
4380: Other / Reserve	PTA	3,000.00
5800 Contracted Services (inc software	PTA	30,000.00
	Title I A - Basic Funding	11,893.00
4300 Materials and Supplies	Title I A - Basic Funding	1,318.00
4380 Other/Reserve	Title I A - Basic Funding	595.00
	Title I A - Parent Involvement	328.00

Appendix D - Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	192,196.00
Goal 2	4,000.00
Goal 3	8,328.00

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.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

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

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

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

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

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

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

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

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

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

Staffing and Professional Development

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

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

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

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

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

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

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

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

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

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

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

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

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

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

8. Teacher collaboration by grade level (EPC)

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

Teaching and Learning

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

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

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

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

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

Daily minutes:

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

30 English Learner Development

60 math

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

Daily minutes:

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

30 English Learner Development

60 math

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

Daily minutes:

60 English Language Arts

30 English Learner Development and other ELA interventions

50 math, including interventions

11. Lesson pacing schedule (EPC)

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Involvement

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

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

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

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

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

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

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

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

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

Funding

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

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

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

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

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

22. Fiscal support (EPC)

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

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

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

Parents Pledge:

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

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

Staff Pledge:

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

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

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