



Berkeley Unified School District  
BSEP & Educational Services Departments

# **LeConte Elementary**

## **Consolidated School Plan**

**2015 – 2016**

# The Single Plan for Student Achievement

## LeConte Elementary School

School Name

01-61143-6090278

CDS Code

Date of this revision: 05/1/2015

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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Position: Principal  
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## Berkeley Unified School District

School District

Superintendent: Donald Evans, Ed.D.  
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Berkeley, CA 94702  
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The District Governing Board approved this revision of the School Plan on June 17, 2015.

# I. Consolidated School Plan for Educating The Whole Child

<b>School Name:</b> LeConte Elementary School	<b>School Year:</b> 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.

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

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

**Site Committee Representatives:**

Parents/Community	Staff
(Chair): Sally Grant (Parent)	(Principal): Veronica Valerio
(Co-Chair, if applicable): Grace Kong (Parent)	(Teacher): Yusef Auletta
Octavio Munist (Parent)	(Teacher): Alexandra Sasha Tyshler
Claudia Eyzaguirre (Parent)	(Teacher): Lucero Lupercio
Corynne Escalante (Parent)	(Classified): Brazil McIntyre
August Fern (Parent)	

BSEP Planning & Oversight Committee Representative:

Yusef Auletta

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

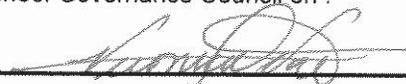
## II. Recommendations and Assurances

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:  
School Governance Council met with LeConte's PTA to discuss school site plan recommendations and prioritize budget decisions.

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

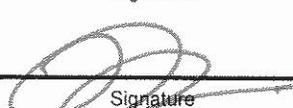
5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the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

Veronica Valerio		5/8/15
Principal	Signature	Date

Sally Grant (Parent)		5/8/15
School Governance Council Chair	Signature	Date

Patricia Saddler		6/8/15
Director, Special Programs and Projects	Signature	Date

Natasha Beery		6/8/15
Director, Berkeley Schools Excellence Program	Signature	Date

Pasquale Scuderi		6/8/15
Assistant Superintendent, Educational Services	Signature	Date

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

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

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

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

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

## IV. School Profile

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

LeConte has an enrollment of approximately 350 students. Seventeen classroom teachers and about 40 staff who provide support services that include but are not limited to intervention/tutoring, reading instruction, counseling, occupational and speech therapy, after school activities, etc. Of the approximately 350 students, 18% are African-American, 5% are Asian, 40% are Hispanic or Latino, 24% are White, and 12% are two or more races/other. The ethnic diversity of the school contributes greatly to its linguistic diversity. There are students who speak Arabic, Chinese, French, Japanese, Korean, Norwegian, Spanish, Urdu and Swedish. Because LeConte has such a range of learners, teachers are trained to teach the Common Core State Standards in Literacy and Math, and provide English Language Development instruction to all students. All students, regardless of physical, social, or cognitive differences, are fully included in the regular education classes.

LeConte is slated to be the only elementary school in BUSD that offers the Two Way Immersion (TWI) program in Spanish and English which means we will host students and families from the various zones in BUSD. While our communities have embraced both programs, it is a community in transition. LeConte has embraced the challenge of balancing the needs of students enrolled in the two way immersion program and the English only program as it gradually transitions into a full a two way immersion program. Traditionally there are three classes of students per grade level, kindergarten through third. Therefore, during the 2015 - 16 year all kindergarten, first and second grade classrooms will serve students enrolled in two way immersion classes, and one of the 3rd through 5th grades will have an English only track of students. Unlike most BUSD elementary schools, LeConte has traditionally enrolled a high percentage of students whose families qualify for free or reduced lunch which is 50% this year. Therefore, the school relies heavily on its PTA to raise funds that are used to provide additional instructional materials, professional development for teachers, supervision, student incentives, field trips etc. With the exception of three males, all other classroom teachers are female.

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

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

### **A. Data Analysis**

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

### **B. Surveys**

The 2014 LeConte Family Survey (written in English and Spanish) was made available to families through an online service (Monkey Survey) and through hard copies that were given to students to deliver to their parents/guardians. Two hundred and forty completed surveys were returned; this amount represents the highest number of surveys completed by our families enrolled at LeConte. Next year, all teachers will continue to be reminded to keep track of the surveys returned and provide incentives for students or make returning the surveys a homework assignment so that the responses are representative of at least 80% of the entire school. While 88% of the families feel welcomed and connected to LeConte and 91% believe their child has a meaningful and caring relationship with at least one adult at LeConte, comments from families expressed concerns about the lack of communication about the goals of the language lab and communication regarding the progress and level of each student. Parents also felt their needs to be better communication with families regarding behavior expectations and academic expectations, some bullying on the playground, unclean restrooms, lack of challenging work, too much or too little homework, and lack of support for students below and above grade level. LeConte's School Governance Council decided to employ services from the YMCA organization to help remedy some of the recess issues around bullying and inappropriate play. YMCA recess supervision began in the fall of 2014; a YMCA coach will provide yard supervisors with training on organizing games, safety and supervision. YMCA coaches will also conduct P.E. classes in collaboration with classroom teachers. To address concerns about meeting the needs of students who need academic support and those students who are advanced, tutors were hired and students were given several opportunities to express their writing, artistic, speaking, mathematics, spelling, etc. talent throughout the year. With the support of a Response to Intervention lead teacher and the Literacy Coach, students who need more support with reading, mathematics, and learning English are targeted for early intervention and progress monitoring. There are enrichment opportunities available for students who excel academically, both within the classroom and through school-wide activities. Custodians have been reminded to check and clean the restrooms more frequently and students will be shown how to maintain the restrooms throughout the year. Some of the families favorite things about LeConte include the family festivals and celebrations, PTA classes, Farm & Garden classes, TWI program, after school care, the diversity, and how much adults care for the children.

### **C. Classroom Observations**

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

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

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

### **E. Analysis of Current Instructional Program**

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

Local and national assessments provide data to determine student mastery of Common Core State Standards and drive instructional practice to meet student's needs. Each fall, winter and spring BUSD K-5 teachers give a battery of assessments to monitor the development of the core areas of literacy including reading, writing and spelling. These formative assessments provide classroom and intervention teachers a window into a child's literacy and math

development so that the teachers can use the information to modify instruction based on student needs during the course of the year. Local assessments in reading and writing guide instruction. Reading assessments are administered as frequently as needed to monitor students' comprehension and fluency levels. Assessments for spelling (BEAR, DOLCH), reading (Running Records), and math are also used to document student performance. They are administered on an ongoing basis, and the results are used to provide teachers with data to revise lesson goals and individualize learning. The Literacy Coach has been instrumental in guiding teachers' ability to develop goals and monitor the progress of targeted students; students who need most support with mastering grade level standards.

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

## VI. Description of Barriers and Related School Goals

FROM 2014 PLAN:

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

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

ADDED for 2015:

Local Control and Accountability Plan (LCAP)

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

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

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

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

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

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

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

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

### Section 1: Stakeholder Engagement

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

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

Our Students Need:

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

### Section 2: Goals and Progress Indicators

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

### Section 3: Actions, Services, and Expenditures

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

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

The LCAP allocates LCFF Supplemental Funding, and identifies other sources of funding in support of actions that 1) improve and expand effective programs and services, and 2) provide new programs and services. This table provides a summary of the actions in the Plan funded specifically with LCAP Supplemental Funding in 2014-15.

Actions that will IMPROVE and EXPAND service to students

- v Increase use of culturally and linguistically relevant instructional practices
- v Actively recruit, support and retain African-American and Latino teachers
- v Coach teachers in effective instructional practices for new Common Core English Language Arts and Math Standards and Next Generation Science Standards, including the integration of technology
- v Increase targeted interventions with students and families
- v Build stronger relationships with students by increasing alternative behavioral interventions, restorative practices, counseling and mental health services
- v Expand the Bridge program for African-American students at all three middle schools
- v Expand the AVID program to support middle and high school students on the path to college
- v Fund Literacy Coaches at every school

### LCAP Supplemental Funding Supports:

Actions that will provide NEW service to students

- v Provide trained English Language Development (ELD) teachers at every school site
- v Provide and support RtI2 teacher coaches at all elementary schools
- v Plan and monitor college and career path for high school students needing academic support
- v Implement a district wide social-emotional curriculum for grades K-6

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

#### Section 3.C.

Berkeley’s Local Control and Accountability Plan intentionally includes the implementation of certain school wide practices that will have an impact on the learning environment and school climate as a whole, and meet the requirement of being the most effective means of delivering improved services to our target students, for whom there would be a 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 (LeConte Elementary School)**

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	60	57	
Percent with Prior Year Data	98.3%	100.0%	
Number in Cohort	59	57	
Number Met	31	42	
Percent Met	52.5%	73.7%	
NCLB Target	57.5	59.0	60.5
Met Target	No	Yes	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less than 5	5 or More	Less Than 5	5 or More	Less Than 5	5 or More
Number in Cohort	70	15	72	11		
Number Met	15	--	20	--		
Percent Met	21.4%	--	27.8%	--		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	*	Yes	--		

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

**Table 2b - Title III Accountability (District Data)**

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

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less than 5	5 or More	Less than 5	5 or More	Less than 5	5 or More
Number in Cohort	737	323	689	317		
Number Met	217	201	217	189		
Percent Met	29.4	62.2	31.5	59.6		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	Yes	Yes		

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

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

**Table 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
	#	%	#	%	#	%	#	%	#	%	#
<b>1</b>	2	17	2	17	6	50	1	8	1	8	12
<b>2</b>	1	10	3	30	5	50	1	10			10
<b>3</b>	3	38	3	38			2	25			8
<b>4</b>	2	12	7	41	7	41	1	6			17
<b>5</b>	1	10	8	80	1	10					10
<b>Total</b>	9	16	23	40	19	33	5	9	1	2	57

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. Action #1 To improve the literacy and mathematics achievement of all subgroups, especially subgroups performing below grade level:</p> <p>Curriculum and Instruction</p> <p>All teachers will teach the Common Core State Standards in Literacy, History, Science and the technical subjects by using district adopted TCWRP materials and other supplementary materials within a dedicated literacy block.</p> <p>1. Literacy Coach will demonstrate lessons, observe and coach teachers and provide intervention for students who need additional support.</p> <p>2. A 1.0 4th-5th grade intervention teacher/RTI case manager will provide intervention to students at this level according to needs determined by grade level teams.</p> <p>3. ELD/TWI Teacher will teach small groups of EL students during the day in addition to observing teachers, providing feedback, coaching and planning support.</p> <p>4. A .31 FTE Farm and Garden will be hired.</p>	August 2014 to June 2015	1102 Certificated Monthly	1.0 FTE Literacy Coach (.05 BSEP)	BSEP	4,400
		1102 Certificated Monthly	1.0 Literacy Coach (.20 Title I)	Title I A - Basic Funding	18,600
		1102 Certificated Monthly	1.0 FTE Intervention/RTI Teacher (.20 BSEP)	BSEP	21,000
		4380 Other/Reserve	Personnel Variance	Title I A - Basic Funding	930
		4380 Other/Reserve	Personnel Variance	BSEP	3,780
<p>2. Action #2 To provide specific differentiation for students at/above or below grade level in literacy or math.</p> <p>Differentiation and Classroom Intervention</p>	August 2014 to June 2015	1116 Certificated Hourly	Certificated staff after school - 4 teachers for 4 hrs. wkly 20 wks. max.	BSEP Carryover	2,000
		2146 Hourly Tutor	Bilingual Tutors	BSEP	2,000

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>1. Voluntary teachers will provide intervention for targeted groups of students in literacy or math.</p> <p>2. Two Bilingual Tutors will be hired to support teachers' work with students who need support.</p> <p>3. Volunteer tutors will work with small groups of students in grades K-5 in literacy or mathematics.</p> <p>4. Enrichment activities such as Math Olympiad, Spelling Bee, Oratorical Performance, Onsite Academic Enrichments e.g. (Insect Discovery Lab, Revolutionary War presentations) and College &amp; Career Day will provide opportunities for students to excel.</p> <p>5. All students will have access to the school library and library services, including a weekly class visit with the ability to check out books for school and home use and information for accessing the library website and electronic resources. The library staff will work with teachers to enrich students learning experiences, broaden areas of interest, and offer additional academic support through books and media to support to Common Core Curriculum and the TWI program.</p> <p>Collaboration and Support</p> <p>1. Our full inclusion specialist will model lessons for general education classroom teachers and will collaborate regularly with general education teachers to create modifications or accommodations in lessons for all students.</p> <p>2. RTI case manager will meet with teaching staff, support staff and parents to determine strengths and needs of students and develop strategic approaches.</p>		2146 Hourly Tutor	Bilingual Tutors	PTA	9,000
		2146 Hourly Tutor	Bilingual Tutors	BSEP Carryover	7,000
		1102 Certificated Monthly	1.0 FTE ELD Teacher/TWI Coordinator (.30 BSEP)	BSEP	26,000
<p>3. Action #3 To insure that English language learners (ELL) have access to and are able to perform at proficiency levels on all assessments</p> <p>Curriculum and Instruction</p>	August 2015 to June 2016				

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>1. Each grade level team will develop EL groups based on the students' CELDT levels; students in each grade level will receive ELD instruction in accordance with the CELDT level from one or all of the teachers at least 30 minutes per day. This will take place during a Language Lab block.</p> <p>2. CELDT testing will be done by a team of staff members on campus and results will be shared with teaching and support staff and parents. ADEPT (A Developmental English Proficiency Test) will be administered to all students twice a year as a progress monitoring tool to determine student's language proficiency.</p> <p>Support and Assessment</p> <p>1. All teachers will analyze literacy, math, ADEPT or CELDT scores monthly during PLCs with the support of the literacy coach and ELD/TWI coordinator to determine students instructional needs and plan for instruction.</p> <p>2. The ELD Teacher will teach small groups of EL students during the day in addition to observing teachers, providing feedback, coaching and planning support.</p> <p>Professional Development</p> <p>1. The ELD coach and additional staff members will provide professional development for classroom teachers to improve ELD instruction.</p> <p>2. All new teachers will attend the Systematic ELD training provided by E.L. Achieve.</p> <p>3. All 4th - 5th grade Teachers will attend the Constructing Meaning training provided by E.L. Achieve.</p> <p>5. Literacy Coach &amp; one classroom teacher will continue to attend the California Reading Literacy Project training to provide transferability of skills training to K - 5 TWI teachers.</p> <p>6. The Family Engagement and Equity Coordinator, the Literacy Coach and Principal will help parents/guardians understand students' progress</p>					

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
toward redesignation (fluency in English-speaking, listening, reading, and writing), and what is required for a student to be redesignated. District resources will be available to help parents/guardians support this process.					
<p>4. Instructional materials</p> <p>Instructional materials in Spanish and English will be purchased and as needed and used by all teachers as required by the Common Core State Standards literacy programs and math programs.</p> <p>Professional Development and Assessment</p> <p>1. Teachers will have the opportunity to attend conferences or other training in order to support their work in TWI, Common Core, RTI, ELD and Equity.</p>	August 2015 to June 2016	<p>4300 Materials and Supplies</p> <p>5200 Travel and Conference</p> <p>4300 Materials and Supplies</p> <p>4300 Materials and Supplies</p>	<p>Instructional materials</p> <p>Professional Development (or TIP funding set aside for teacher training)</p> <p>Instructional materials</p> <p>Instructional materials</p>	<p>Title I A - Basic Funding</p> <p>BSEP</p> <p>BSEP</p> <p>BSEP Carryover</p>	<p>289</p> <p>2,000</p> <p>2,000</p> <p>8,000</p>
<p>5. Collaboration and Support</p> <p>1. School is refining it's Professional Learning Community model by allowing Teachers to attend three literacy release days to analyze student data, and plan targeted lessons for instruction to ensure all students are proficient learners.</p> <p>2. RTI case manager will meet with teaching staff, support staff and parents to determine strengths and needs of students and develop strategic approaches.</p> <p>3. District wide benchmark assessments will be used, along with on-going monitoring within classrooms, to plan instruction and follow students' progress.</p> <p>4. Our full inclusion specialist will model lessons for general education classroom teachers and will collaborate regularly with general education teachers to create modifications or accommodations in lesson for all students.</p> <p>5. Leadership Team (LT) and RtI teams will meet a minimum of once a month to discuss and monitor progress towards meeting goals based on student data.</p> <p>6. Teachers will conduct peer observations to</p>	August 2015 to June 2016	1116 Certificated Hourly	Sub coverage - Literacy Release Days or Professional Development	BSEP Carryover	5,000

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

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>observe best practices and implement in their instructional practice focusing on full implementation of Literacy and Math.</p> <p>7. During our literacy release dates teachers will analyze literacy and math data and plan targeted differentiated instruction for all learners to ensure that students instructional needs are met.</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 2013-14 percentages (enrollment reported as of June).

2.2 Use Toolbox curriculum and monitoring tools to measure social-emotional progress. (Baseline year)

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

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

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. Action #1 Certificated teachers and support staff will provide enrichment and extended learning opportunities that build on students' interests and diverse backgrounds to motivate and engage students.</p> <p>Instruction and Enrichment</p> <p>1. A .73 FTE Farm and Garden will be hired.</p> <p>2. All fourth grade students will experience an overnight curriculum field trip that is curriculum based.</p> <p>3. Students in grades K-5 will attend field trips that will enrich their educational experience.</p> <p>4. Students will have physical education instruction provided by classroom teachers and the YMCA.</p> <p>5. First and second grade students will continue to have art instruction once a week by a certificated specialist. The Arts Anchor grant will allow the art teacher to collaborate with Kinder and Third grade teachers on art instruction.</p> <p>6. Third through fifth grade students will continue to have instructional music instruction by certificated music teachers provided by BUSD's VAPA department : third has music once per week, fourth and fifth grade have music two times per week.</p> <p>7. Fourth and fifth grade students will continue to have art instruction once a week for 45 minutes or every other week for 90 minutes (depending on scheduling) provided by a certificated art specialist, and science instruction once a week for 90 minutes by a certificated science teacher.</p> <p>8. The literacy coach, ELD/TWI teacher, BUSD staff and principal will provide teachers with ideas and resources to differentiate instruction based on content, cooperative groups, and projects.</p> <p>9. Grade level teams will create a homework policy that will be communicated to families during Back to School Night.</p> <p>10. All students in grades 3 - 5 will have access to</p>	<p>August 2015 to June 2016</p>	2102 Classified Monthly	.73 FTE Farm & Garden person (.49 FTE PTA)	PTA	27,600
		5800 Contracted Services (inc software subscriptions)	Fourth grade overnight field trips (PTA) K-3 field trips - admission costs	PTA	7,000
		5751: BUSD Buses	Field trips - transportation costs (3,000)	PTA	3,000
		1102 Certificated Monthly	Arts Anchor	Other	7,000

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>and use classroom and laptop computers.</p> <p>11. Two family focused assemblies, planned and coordinated by parents and volunteers will be held with the goal of reflecting the multiple cultures and ethnicities within the LeConte community. These events will be held in the evening.</p> <p>12. Enrichment activities such as: Oratorical Performance and Math Olympiad will provide avenues for expression.</p>					
<p>2. Action #2 To provide a safe environment and improve school culture using strategies proposed by the Positive Behavior Support Program (teachers model and teach respectful behavior - how to behave in the classroom and common areas, how to respectfully respond to others, etc.)</p> <p>Curriculum and Reinforcement of Positive Behaviors</p> <p>1. A 4 Counselor will be hired to provide direct support services to students.</p> <p>2. Five noon supervisors will be hired using district funding, K-5 lunch hours, 10 hours per week. Training will be provided to noon supervisors.</p> <p>3. Recess supervision will be provided by Berkeley YMCA; students will learn conflict resolution skills and noncompetitive, cooperative games that limit bullying behavior and receive P.E. instruction.</p> <p>4. Positive Behavior Support (PBS) systems using Tool box Curriculum will be implemented.</p> <p>5. Teachers will work on community building and introduce rules of conduct and school-wide expectations (be safe, be respectful, and be responsible) from Day 1.</p> <p>6. Buddy classes will be established in November; primary students and upper grade students will practice and learn academic and social skills from one another.</p> <p>7. All teachers will reinforce positive behaviors by</p>	August 2015 to June 2016	<p>1102 Certificated Monthly</p> <p>5800 Contracted Services (inc software subscriptions)</p> <p>5800 Contracted Services (inc software subscriptions)</p> <p>5800 Contracted Services (inc software subscriptions)</p> <p>1116 Certificated Hourly</p> <p>2116 Classified Hourly</p>	<p>.40 FTE Counselor (.23 BSEP)</p> <p>.11 LCAP</p> <p>.06 COB</p> <p>Berkeley YMCA</p> <p>Student Clubs/Afterschool Program</p> <p>5 supervisors total, 10 hours per week</p>	<p>BSEP</p> <p>District Allocation</p> <p>Other</p> <p>PTA</p> <p>Other</p> <p>Other</p>	<p>18,860</p> <p>9,000</p> <p>5,000</p> <p>21,600</p>

### Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>issuing "Panda Paws" and will provide students with monthly prizes where Panda Paws can be redeemed.</p> <p>8. An active Student Council will be established by January and coordinated by a classroom teacher.</p> <p>9. All teachers will teach at least three lessons from the Welcoming Schools curriculum.</p> <p>Professional Development: Classroom Management and Discipline</p> <p>1. All Teachers, Counselors and Family Equity &amp; Engagement Coordinators will attend the district wide Toolbox Positive Behavior Intervention Curriculum Training.</p> <p>2. The Leadership team will help teachers develop classroom management procedures and systems that are practiced school wide.</p> <p>3. Teachers will be encourage to attend Cultural Competency Awareness Trainings to promote the understanding of cultural differences by BUSD's district liaison who is designated to provide this type of training or outside organizations.</p> <p>Support</p> <p>1. Teachers and support staff may volunteer to have "lunch clubs" and "book clubs" depending upon the needs of the students.</p>					
<p>3. Action #3 To support teachers in developing programs and creating behavior plans to personalize the learning environment for all students, especially students who demonstrate behavioral needs.</p> <p>Leadership Teams and Support</p> <p>1. PBIS discipline data will be inputted into PowerSchool.</p> <p>2. The Leadership team will meet twice a month to assess staff's progress toward implementation of discipline protocol, use of "uh-ohs" and will analyze discipline data.</p>	<p>August 2015 to June 2016</p>	<p>5800 Contracted Services (inc software subscriptions)</p>	<p>Berkeley Mental Health</p>	<p>Other</p>	

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>3.The SST team will meet 3 to 4 times per month to facilitate meetings with teachers and parents to develop and provide year long support for students who have academic or behavioral needs.</p> <p>4. Berkeley Mental Health specialists will be assigned to students who qualify for services and students who demonstrate emotional or behavior needs; BUSD contracted for services, no cost to site.</p> <p>5. Provide vision and dental screenings through Berkeley Public Health</p> <p>6. Seek additional mental health providers to serve students who do not qualify for Berkeley Mental Health.</p>					
<p>4. Action #4 To support students' ability to excel in the classroom and develop a stronger connection and bond with our school, we will continue with our after school program/classes</p> <p>Tutoring and Homework Support</p> <p>1. BUILD tutors will be hired to help students improve reading comprehension and fluency.</p> <p>2. Stiles Hall tutors which provides mentoring and tutoring services for about 35 students will continue to be funded.</p> <p>3. The LeConte LEARNS, LeConte BEARS will continue to provide homework help, enrichment, academic support and tutoring, and sports activities after school, Monday through Friday.</p> <p>4.The LeConte LEARNS coordinator will assist with organizing intervention classes for students enrolled in the BUILD, Stiles Hall, and tutoring classes provided by classroom teachers.</p> <p>Enrichment</p> <p>1.Students will attend field trips within the LC LEARNS after school program.</p>	<p>August 2013 to June 2014</p>	<p>5800 Contracted Services (inc software subscriptions</p> <p>5800 Contracted Services (inc software subscriptions</p> <p>5800 Contracted Services (inc software subscriptions</p> <p>4300 Materials and Supplies</p>	<p>BUILD after school tutors (After-school program)</p> <p>Stiles Halls mentors</p> <p>Field trips</p>	<p>Other</p> <p>Other</p> <p>District Allocation</p> <p>District Allocation</p>	<p>2,500</p> <p>5,000</p>

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>2. Depending upon funding, two to three contractors will be hired to teach enrichment classes and consultants will be hired to facilitate parenting workshops.</p> <p>3. Sports activities will continue, participation in inter-district competitions (football, soccer, and basketball).</p> <p>4. All materials required to support the after school program shall be purchased as needed.</p>					
<p>5. Action #5 (same as in goal one) To insure that English language learners (ELL) have access to and are able to perform at proficiency levels on all assessments</p> <p>Curriculum and Instruction</p> <p>1. Each grade level team will develop EL groups based on the students' CELDT levels; students in each grade level will receive ELD instruction in accordance with the CELDT level from one or all of the teachers at least 30 minutes per day. This will take place during a Language Lab block.</p> <p>2. CELDT testing will be done by a team of staff members on campus and results will be shared with teaching and support staff and parents. ADEPT (A Developmental English Proficiency Test) will be administered to all students twice a year as a progress monitoring tool to determine student's language proficiency.</p> <p>Support and Assessment</p> <p>1. All teachers will analyze literacy, math, ADEPT or CELDT scores monthly during PLCs with the support of the literacy coach and ELD/TWI coordinator to determine students instructional needs and plan for instruction.</p> <p>2. The ELD Teacher will teach small groups of EL students during the day in addition to observing teachers, providing feedback, coaching and planning support.</p>		1102 Certificated Monthly	ELD Teacher/TWI Coordinator	BSEP	

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

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>Professional Development</p> <p>1. The ELD coach and additional staff members will provide professional development for classroom teachers to improve ELD instruction.</p> <p>2. All new teachers will attend the Systematic ELD training provided by E.L. Achieve.</p> <p>3. All 4th - 5th grade Teachers will attend the Constructing Meaning training provided by E.L. Achieve.</p> <p>5. Literacy Coach &amp; one classroom teacher will continue to attend the California Reading Literacy Project training to provide transferability of skills training to K - 5 TWI teachers.</p> <p>6. The Family Engagement and Equity Coordinator, the Literacy Coach and Principal will help parents/guardians understand students' progress toward redesignation (fluency in English-speaking, listening, reading, and writing), and what is required for a student to be redesignated. District resources will be available to help parents/guardians support this process.</p>					

## 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 mirror 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. Improve written and oral communication between LeConte staff and parents:</p> <ul style="list-style-type: none"> <li>• Printed communication will be delivered to each family monthly for each classroom with information specific to each classroom around current curriculum, classroom events, material needs and calendar changes.</li> <li>• Parents will have direct communication with their child's teachers. Teachers are encouraged to check in with parents at least three times annually. Once in person during parent/teacher conferences in the fall, and two others either in person, over the phone, in writing or email.</li> <li>• Monthly updates from principal &amp; PTA to families in Wednesday packet.</li> <li>• Teachers will meet with families after the second trimester reporting period for students who are not yet proficient in Literacy or Math.</li> </ul>	<p>August 2015 to June 2016</p>	<p>4380 Other/Reserve  1116 Certificated Hourly</p>	<p>Parent meetings (food/materials and childcare)  2nd trimester conferences with families</p>	<p>Title I A - Parent Involvement  BSEP Carryover</p>	<p>471  1,000</p>
<p>2. Provide regular Parent Forums and educational events in coordination with the PTA and After-school Program on topics identified as critical by diverse parent groups and/or staff:</p> <ul style="list-style-type: none"> <li>• LeConte Staff &amp; Family Equity &amp; Engagement coordinator will host informational nights about Toolbox curriculum and positive behavior management programs being implemented at the school.</li> <li>• Teachers and staff will coordinate to make at least three (3) presentations per year at PTA meetings.</li> </ul> <p>In coordination with the PTA and after-school programs, LeConte will host at least two (2) Family Nights in math, science and/or literacy</p>	<p>August 2015 to June 2016</p>	<p>1116 Certificated Hourly</p>	<p>Parent Literacy/Math/Science Nights</p>	<p>BSEP Carryover</p>	<p>1,000</p>
<p>3. LeConte PTA will host a Room Parent and volunteer orientation to provide information on how to best</p>	<p>August 2015 to June 2016</p>				

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>support the classroom teacher and school. (The orientation may be during or in lieu of a PTA meeting.)</p> <ul style="list-style-type: none"> <li>• A PTA room parent coordinator and volunteer coordinator will be elected by the PTA and present during orientation.</li> <li>• Teachers will share ways parent volunteers may help in the classroom and school.</li> <li>• PBIS support team will present PBIS language and strategies for volunteering in the classroom and on the playground.</li> <li>• Invite regular community volunteers to attend</li> <li>• Provide handouts with guidelines for good volunteering practices. Handouts may also be distributed throughout the year for new volunteers.</li> <li>• Teachers will partner with parent leaders to recruit volunteers for school-wide events, and fundraisers.</li> <li>• Classroom teachers will partner with the SGC to solicit a completed LeConte Family Survey from every student.</li> </ul>					
<p>4. Provide a diversity of opportunities for families and caregivers to connect with the school in ways that are positive and result in student growth.</p> <ul style="list-style-type: none"> <li>• Parent groups will continue to organize and/or support regular school celebrations that may include:</li> </ul> <p>Halloween Harvest Festival            Dia de los Muertos            Latino Heritage Celebration            Multicultural Celebration            Dia del Nino (Day of the Child)            School Auction            Celebrate LeConte Friday Assemblies            Welcome events for new Kindergarten families</p> <ul style="list-style-type: none"> <li>• Provide vision and dental screenings through Berkeley Public Health and Alameda County Public Health Department</li> </ul>	<p>August 2015 to June 2016</p>	<p>4380 Other/Reserve</p>		<p>PTA</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"> <li>Principal and staff will work with Family Equity &amp; Engagement Coordinator to support LeConte families inside and outside of school via SSTs or through word of mouth .</li> </ul>					



**Appendix A - Summary of Expenditures in this Plan**

**Total Allocations and Expenditures by Funding Source**

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>
Title I A - Basic Funding	19,819	0.00
Title I A - Parent Involvement	471	0.00
BSEP	80,040	0.00

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
BSEP	80,040.00
BSEP Carryover	24,000.00
District Allocation	9,000.00
Other	19,500.00
PTA	68,200.00
Title I A - Basic Funding	19,819.00
Title I A - Parent Involvement	471.00

## Appendix B - Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1102 Certificated Monthly	95,860.00
1116 Certificated Hourly	9,000.00
2102 Classified Monthly	27,600.00
2146 Hourly Tutor	18,000.00
4300 Materials and Supplies	10,289.00
4380 Other/Reserve	5,181.00
5200 Travel and Conference	2,000.00
5751: BUSD Buses	3,000.00
5800 Contracted Services (inc software subscriptions	50,100.00

## Appendix C - Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1102 Certificated Monthly	BSEP	70,260.00
2146 Hourly Tutor	BSEP	2,000.00
4300 Materials and Supplies	BSEP	2,000.00
4380 Other/Reserve	BSEP	3,780.00
5200 Travel and Conference	BSEP	2,000.00
1116 Certificated Hourly	BSEP Carryover	9,000.00
2146 Hourly Tutor	BSEP Carryover	7,000.00
4300 Materials and Supplies	BSEP Carryover	8,000.00
5800 Contracted Services (inc software	District Allocation	9,000.00
1102 Certificated Monthly	Other	7,000.00
5800 Contracted Services (inc software	Other	12,500.00
2102 Classified Monthly	PTA	27,600.00
2146 Hourly Tutor	PTA	9,000.00
5751: BUSD Buses	PTA	3,000.00
5800 Contracted Services (inc software	PTA	28,600.00
1102 Certificated Monthly	Title I A - Basic Funding	18,600.00
4300 Materials and Supplies	Title I A - Basic Funding	289.00
4380 Other/Reserve	Title I A - Basic Funding	930.00
4380 Other/Reserve	Title I A - Parent Involvement	471.00

## Appendix D - Summary of Expenditures in this Plan

### Total Expenditures by Goal

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	111,999.00
<b>Goal 2</b>	106,560.00
<b>Goal 3</b>	2,471.00

## 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)

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

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

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

### Staffing and Professional Development

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

All teachers meet the NCLB highly qualified requirements.

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

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

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

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

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

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

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

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

8. Teacher collaboration by grade level (EPC)

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

### Teaching and Learning

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

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

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

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

11. Lesson pacing schedule (EPC)

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

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

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

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

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

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

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

Involvement

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

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

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

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

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

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

#### Funding

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

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

22. Fiscal support (EPC)

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

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

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

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

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

### Parents Pledge:

Family and Guardian Pledge

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

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

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

#### Compromiso del Padre

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

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

#### **Staff Pledge:**

##### Teachers and Support Staff Pledge

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

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

#### Compromise del Maestros y del Personal Docente

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

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