

The Single Plan for Student Achievement

Cragmont Elementary School

School Name

01-61143-6090195

CDS Code

Date of this revision: April 15, 2016

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 June 28, 2017.

I. Consolidated School Plan for Educating The Whole Child

School Name: Cragmont Elementary School	School Year: 2016-2017
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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): Avi Khullar	(Principal): Hazelle Fortich
(Co-Chair, if applicable): Hazelle Fortich	(Teacher): Meridith Aki
Martin De Muchas Flores	(Teacher): Pamela Diebel
Victoria Hritonenk	(Teacher): Rosemary Hannon
Eric Van Dusen	(Classified): Karime Blanco
Rebecca Esterson	(Teacher): Mollie Blustein
	(Teacher): Carole Goyen (Alt)
	(Teacher): Cathie Irwin (Alt)
	(Teacher):

BSEP Planning & Oversight Committee Representative: Martin De Muchas Flores, Pamela Diebel, and Eric Van Dusen

Victoria Hritonenk (Alt)

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


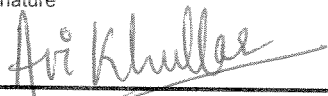

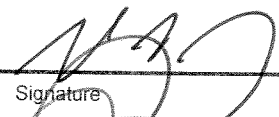

II. Recommendations and Assurances

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

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

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

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on 5/01/2017.
8. This school plan was adopted by the School Governance Council on 5/01/2017.

Hazelle Fortich Principal		5/2/17
Signature	Date	
Avi Khullar School Governance Council Chair		May 2, 2017
Signature	Date	
Patricia Saddler Director, Special Programs and Projects		June 14, 2017
Signature	Date	
Natasha Beery Director, Berkeley Schools Excellence Program		June 14, 2017
Signature	Date	
Pasquale Scuderi Assistant Superintendent, Educational Services		JUN 13 2017
Signature	Date	

III. School Vision and Mission

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

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

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

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

IV. School Profile

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

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

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

Cragmont has 392 students of diverse ethnic and socio-economic make up : 37% Caucasian, 17% African American, 25% Latino, 15% Two or more races and 5% Asian.

This year 38 % of our population received free or reduced price lunch. Our average class size is reported to be higher than the District average. Our percentage of English Learners is 13% and the District Average is 11%.The Demographic trends shows that our school's demographic make-up has remained fairly consistent with slight growth in socio-economic disadvantage group.

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

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

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

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

Cragmont offers a wide variety of enrichment programs for all grade levels. We are also fortunate to be a Two Way Immersion School that has native speakers of English and native speakers of Spanish for 5th grade students. Our goal is for students to become fluent and literate in English and Spanish. The TWI program at Cragmont will be phased out after the 2017 - 18 school year.

V. Comprehensive Needs Assessment Components

A. Data Analysis

For detailed school performance data analysis, see two attachments: 1) Document: Cragmont Information Sheet and 2) Power Point: Cragmont SGC Data presentation. The analysis was presented to the School Governance Council in the Fall of 2015 and includes state and local multiple measures.

B. Surveys

The School Governance Council created an online survey using Survey Monkey (in both English and Spanish) and also sent home a paper version of the survey. We had 58% who completed the surveys both on line and paper.

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

C. Classroom Observations

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

D. Student Work and School Documents

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

E. Analysis of Current Instructional Program

Goal #1:

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

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

And last, we have increased the number of certificated teachers trained in LLI. Students in LLI groups increased their reading levels by at least two levels.

Upon further analyzing the student data, the Rtl schedule did not meet teachers' needs in a consistent way. Based on the analysis of this practice, we continue to provide professional development that addresses the needs of our African - American and Latino students. Staff meeting are now structured to include literacy and equity strategy discussions directly connected to focus students chosen by the teachers.

Goal #2:

This year, our school counselor (contracted with Bay Area Community Resources - BACR) was able to set up 5 groups to boost self-esteem and social skills among our students. These groups served as opportunities to address issues that were coming up in their social circles in and out of the school day. The school counselor was also meeting with students on a one-to-one basis and communicating with parents about their child's progress. We also added a mental health intern to further support our students and families who have experienced trauma or are currently in crisis.

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

Despite implementing the above mentioned, the highest number of office referrals continue to be with our students of color. We are intending to focus on cultural competency in all areas of our school community such as forming PLC's to discuss race/equity issues and looking deeper in student data to change our teaching practices. In addition, the staff is collectively examining alternatives to office referrals and suspensions and embedding elements of restorative justice in our discipline policy.

Goal #3:

This year, we continue to have a Family Engagement Coordinator who is bilingual in Spanish. This allowed for an increase in outreach such as passing out flyers at the last bus stop at Longfellow School. This bus stop location has at least 20 or so families who meet their children, allowing for face-to-face contact between Cragmont parents/guardians and our Family Engagement Coordinator.

We also increased our communication bandwidth by sending out hard copies and e-mailing our weekly school newsletter, The Dragon Tales. All communication to families are also translated in Spanish. We continue to hold our Parent Literacy and Math Nights at Longfellow School to increase parent participation who might not have access to transportation.

VI. Description of Barriers and Related School Goals

Following are some of the obstacles that have been identified:

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

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

ADDED for 2015: Local Control and Accountability Plan (LCAP)

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

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

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

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

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

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

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

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

Section 1: Stakeholder Engagement

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

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

Our Students Need:

- v Great, Culturally Competent Teachers Fluency
- 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 1a - CAASPP Results (All Students) - English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	68	81	64	80	64	79	94.1	97.5
Grade 4	65	69	64	58	64	56	98.5	81.2
Grade 5	71	69	69	65	69	65	97.2	94.2
All Grades	204	219	197	203	197	200	96.6	91.3

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2403.2	2474.4	19	47	28	25	22	18	31	10
Grade 4	2477.3	2473.6	33	25	22	30	22	16	23	29
Grade 5	2517.7	2551.6	29	40	35	34	9	14	28	12
All Grades	N/A	N/A	27	39	28	30	17	16	27	16

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	22	47	44	39	34	14	
Grade 4	25	21	50	50	25	29	
Grade 5	39	43	33	42	28	15	
All Grades	29	39	42	43	29	19	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	13	41	52	45	36	14
Grade 4	28	27	48	57	23	16
Grade 5	36	42	39	46	25	12
All Grades	26	37	46	49	28	14

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	20	33	52	58	28	9
Grade 4	31	14	52	70	17	16
Grade 5	25	34	58	57	17	9
All Grades	25	28	54	61	21	11

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	14	30	56	61	30	9
Grade 4	23	21	39	55	17	23
Grade 5	42	48	35	45	23	8
All Grades	27	34	43	54	23	13

Conclusions based on this data:

1.

VII. School and Student Performance Data (continued)

Table 1b - CAASPP Results (All Students) - Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	68	81	65	80	65	79	95.6	98.8
Grade 4	65	69	64	58	64	56	98.5	84.1
Grade 5	71	69	69	67	69	65	97.2	97.1
All Grades	204	219	198	205	198	200	97.1	93.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2422.0	2478.0	20	43	31	33	20	13	29	11
Grade 4	2498.5	2496.7	34	25	20	32	30	30	16	13
Grade 5	2524.9	2546.6	33	43	16	15	26	23	25	18
All Grades	N/A	N/A	29	38	22	27	25	21	23	14

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	35	58	32	28	31	14	
Grade 4	47	46	31	27	22	27	
Grade 5	39	51	26	22	35	28	
All Grades	40	53	30	26	29	22	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	31	47	32	44	35	9
Grade 4	39	32	33	50	28	18
Grade 5	32	37	39	42	29	22
All Grades	34	40	35	45	31	16

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	26	52	42	37	31	11
Grade 4	27	38	44	46	30	16
Grade 5	35	35	38	45	28	20
All Grades	29	43	41	42	29	16

Conclusions based on this data:

1.

VII. School and Student Performance Data (continued)

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

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	55	38	35
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	55	38	35
Number Met	40	27	24
Percent Met	72.7%	71.1%	68.6%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	46	14	44	11	47	6
Number Met	18	--	15	8	16	--
Percent Met	39.1%	--	34.1%	72.7%	34.0%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	--	Yes	Yes	Yes	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
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		
	2013-14	2014-15	2015-16
Number of Annual Testers	789	745	781
Percent with Prior Year Data	98.5	94.9	96.3
Number in Cohort	777	707	752
Number Met	533	448	473
Percent Met	68.6	63.4	62.9
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	689	317	654	317	667	328
Number Met	217	189	173	187	201	197
Percent Met	31.5	59.6	26.5	59.0	30.1	60.1
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	96	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	96	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

VII. School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K									***						
1			11	42		56	58	***	22						11
2	25	8		25	42		25	50	***				25		
3				40	50	50	40	25	42	10	25	8	10		
4	20	44	50	40	33		40	11	50					11	
5	21	25	25	50	50	63	21	17	13	7	8				
Total	13	21	14	42	42	46	38	29	34	4	5	3	4	3	3

VIII. Planned Improvements in Student Performance

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

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

Goal #1: High Quality Instruction and Curriculum

LCAP Goal:

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

Student groups and grade levels to participate in this goal:

All Kindergarten through Fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

Anticipated annual performance growth for each group:

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

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

Means of evaluating progress toward this goal:

In conducting monitoring and evaluation efforts, we use multiple measures (as listed under Group Data to be Collected). Upon evaluation, the following questions are examined:

- Relevance: Do the objectives and goals match the problems or needs that are being addressed?
- Efficiency: Is the project delivered in a timely and cost-effective manner?
- Effectiveness: To what extent does the intervention achieve its objectives? What are the supportive factors and obstacles encountered during the implementation?
- Impact: What happened as a result of the project? This may include intended and unintended positive and negative effects.
- Sustainability: Are there lasting benefits after the intervention is completed?

Group data to be collected to measure academic gains:

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

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
1. Cragmont teachers and staff will implement a balanced high quality English Language Arts program using the district adopted curriculum, TCRWP. <ul style="list-style-type: none"> Teachers will continue to implement the TCRWP reading and writing program with the support of the Literacy coach and RTI coordinator. Staff will attend on site and district professional development for TCWRP throughout the 2017 - 18 school year. Teachers will implement ALL components of the TCRWP workshop components including: Intentional mini-lessons Personal book tubs for K - 3rd grade Book to Home program Interactive Readaloud Anchor charts posted Conferencing Strategy or Guided Reading groups Regular use of word wall Teachers will include reading logs in homework packets to ensure nightly student reading beyond the school day (minimum of 15 - 30 minutes according to grade level). Teachers may be released (using hourly and full day substitutes) for peer observations and plan curriculum and instruction, attend professional development opportunities when available. Literacy coach will provide ongoing training at staff meetings and may demonstrate lessons in 	August 2017-June 2018	1102 Certificated Monthly	1.0 FTE Lit Coach (.09 BSEP)	BSEP	10,000
		1102 Certificated Monthly	(.16 Title I, .20 LCAP, .55 BSEP District)	Title I A - Basic Funding	17,800
		1116 Certificated Hourly	Extended Day Academic Intervention	District Allocation	7,286
		1116 Certificated Hourly	LLI /Math Intervention	BSEP Carryover	5,000
		4300 Materials and Supplies	ELA/Math/ELD/Instructional supplies	BSEP	2,155
		4300 Materials and Supplies	Classroom Teachers' Supplies	BSEP Carryover	13,845
		4380 Other/Reserve	Personnel Variance	Title I A - Basic Funding	507

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>some classes.</p> <ul style="list-style-type: none"> Literacy Coach will provide intervention to targeted students in collaboration with the classroom teacher and RTI team Literacy Coach with the support of the Parent and Community Volunteers, will manage and supervise our Dragon Readers Program to give services to students K-5 for targeted instruction. <p>At least three times a year, staff meeting time will be devoted to analysis of student writing samples based on agreed upon standards and rubric to discuss strengths and revise lessons/instruction as needed.</p> <p>Classroom teachers will use equity strategies and track the achievement of focus students throughout the year and monitor student progress.</p> <ul style="list-style-type: none"> All necessary materials will be provided and once available, BSEP carryover funds may be allocated for the purchase of additional supplies, hourly teacher pay for before and after school instruction and intervention and for professional development. <p>Responsible Parties: Teachers, Leadership Team, Principal, RTI Team, Support Staff, Literacy Coach, District</p>					
<p>2. Cragmont teachers and staff will implement "A Story of Units" math program for all K-5th grade students.</p> <ul style="list-style-type: none"> Use district math assessments that are aligned with ASOU for teacher collaboration, professional development and monitor student progress. Using the Professional Learning Communities (PLC) structure, staff will analyze student math data based on ASOU standards and rubrics to create SMART goals. The SMART goals will be revisited every 6 - 8 weeks at staff meeting to discuss strengths and revise instruction as needed. 		1116 Certificated Hourly		Other	

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>Math Teacher Leader will provide ASOU information between district and school by attending monthly district MTL meetings.</p> <ul style="list-style-type: none"> Teachers and staff will attend ongoing training for K-5th grade math curriculum and instruction. Leveled Literacy Intervention (LLI) and Math intervention groups will be taught by certificated teachers before, during and after school. Technology PD will be provided at the school and district level throughout the year. Next Generation Science Standards will be implemented in core science instruction by K - 3rd certificated teachers, 4th-5th certificated science teacher, and garden teacher. All necessary materials will be purchased such as math journals, manipulatives, calculators, metric rulers, base ten blocks, white boards, geometric templates, etc. as needed. Once necessary materials are available, BSEP carryover funds may be allocated for the purpose of additional supplies, hourly teacher pay for math intervention support before and after school. <p>Responsible Parties: Teachers, Staff, Principal, Math Teacher Leaders, RTI Coordinator District</p>					
<p>3. Provide early intervention best practice strategies through the RTI structure to meet the learning needs of students at the first sign of academic struggle.</p> <p>This will be supported through:</p> <ul style="list-style-type: none"> Regular weekly RTI Team meetings by grade level Professional Development in differentiation and RTI practices <p>RTI Coordinator and Team will collaborate with classroom teachers in deciding interventions and</p>	<p>August 2017-June 2018</p>	<p>1102 Certificated Monthly 1102 Certificated Monthly 4380 Other/Reserve</p>	<p>1.0 FTE Rtl Coordinator (.40 FTE BSEP) (.60 FTE LCAP) Personnel Variance</p>	<p>BSEP District Allocation BSEP</p>	<p>34,250 3,065</p>

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>strategies to be used for meeting the needs of each struggling student</p> <p>Further the RTI Coordinator and Team will:</p> <ul style="list-style-type: none"> • Create and maintain an active visual system to reflect intervention and services of students identified by the system • Meet weekly to reflect on systems in place and to check progress on how RTI is meeting the needs of our students • Check in 4-6 weeks with classroom teachers by grade level regarding student's progress (during collaboration time) • SST meetings will be set during weekly RTI meetings as needed, and monitored throughout the year. <p>To support the effectiveness of RTI:</p> <ul style="list-style-type: none"> • Teachers will work collaboratively to create fluid ability groupings to provide differentiated instruction during grade level intervention for students who are not performing at grade level • Services will include: vision, hearing, dental , homelessness and other health and social service related issues. • Documentation of student's progress through Illuminate will be updated and maintained from grade to grade (including district benchmarks). <p>Responsible Parties: Principal, Teachers, RTI Coordinator, RTI Team, Parent Liaison, BEA</p>					
<p>4. Cragmont will provide on-site counseling and mental health support available to students and families K-5 on an as needed basis. These services will be provided by the school counselor and a mental health intern.</p> <p>Responsible Parties: Principal, RTI Coordinator/Team, Counselor</p>	<p>August 2017-June 2018</p>	<p>5800 Contracted Services (inc software subscriptions)</p>	<p>BACR Counseling Services</p> <p>BACR Counseling Services (LCAP)</p> <p>BACR Counseling Services (COB)</p>	<p>BSEP Carryover</p> <p>District Allocation</p> <p>Other</p>	<p>15,000</p> <p>12,000</p> <p>5,000</p>
<p>5.</p> <ul style="list-style-type: none"> • Teachers will conduct data driven results-based collaboration using Illuminate during grade level time and staff meeting time. 	<p>August 2017-June 2018</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"> Berkeley Evaluation and Assessment will guide and assist staff in using data to inform instruction, monitor student progress, and set measurable goals for student achievement. <p>Responsible Parties: Teachers, Leadership, Principal, SGC, RTI Team, Literacy Coach, RTI Coordinator, District Support Teams</p>					
<p>6. Provide early intervention best practice strategies through the Response to Intervention (RTI) framework to meet the learning needs of students at the first sign of academic struggle.</p> <p>This will be supported through:</p> <ul style="list-style-type: none"> Mental health support through BACR (school counselor) Regular weekly RTI meetings. Assessment Wall Meetings throughout the year. <p>Response To Intervention(RTI) Team (Special Education support and classroom teachers) will collaborate in deciding interventions and strategies to be used for meeting the needs of each struggling student</p> <p>Further the Rtl team will:</p> <ul style="list-style-type: none"> Create and maintain an active visual system based off of Illuminate data to reflect intervention and services of students identified by the system Meet weekly to reflect on systems in place and to check progress on how Rtl is meeting the needs of our students Check in 4-6 weeks with classroom teachers by grade level regarding student's progress (during collaboration time) SST meetings will be scheduled as needed and monitored throughout the year. <p>To support the effectiveness of Rtl:</p> <ul style="list-style-type: none"> Teachers will work collaboratively to create fluid ability groupings to provide differentiated instruction during grade level intervention for students who are not performing at grade level Documentation of student's progress will be 	August 2017-June 2018				

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>updated and maintained from grade to grade (including Cragmont benchmarks).</p> <p>Responsible Parties: Principal, Teachers, Case Management/RtI Team, Parent Liaison, District</p>					
<p>7. Teachers and RtI Team will identify all students below proficient through data and assessments and will ensure that IEP's for Special Education students list appropriate and measurable academic goals aligned with state standards and ensure that all IEP's are current.</p> <p>All students are administered a pre-test of standard basic skills.</p> <p>All K - 5th students (Tier II) identified will be placed in 6-8 week intervention cycles managed by the RtI team to focus on targeted standard based skills.</p> <p>After the 6-8 week intervention, students will be evaluated on progress.</p> <p>K-5 student who are performing far below basic (Tier III) receive additional direct instruction from the RtI/Case Management Team, may include small group or one-on-one instruction.</p> <p>Discuss Special Education goals with school team during IEP meetings, RtI meetings and staff collaboration time Implementation of IEP goals in alignment with student needs will be supported in the classroom and by the RTI team. Principal and case managers (for IEP Students) will meet regularly with Special Education Program Supervisor</p> <p>Responsible Parties: Teachers, RTI Coordinator/RTI Team and/or Case Managers(IEP Students), Principal, Program Supervisor, Director of Special Education</p>	<p>August 2017-June 2018</p>				
<p>8. Teachers will have weekly grade level meetings and may include after school and support staff as necessary. The principal will allocate time on the agenda every Wednesday to collaborate on:</p>	<p>August 2017-June 2018</p>	<p>2116 Classified Hourly</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"> Shared teaching practices/strategies Maximize best teaching practices for student learning Reflecting on personal teaching practices Collaborate on ways to challenge students further and delve deeper into curriculum or other interests of the child <p>To further support the effectiveness of these meetings:</p> <ul style="list-style-type: none"> Teachers will be given release time to observe best practices in other classrooms and schools as arranged. Teachers will use technology to enhance teaching and provide release time for teachers certificated in Google Educator. <p>Responsible parties: Leadership Team, RTI /Case Management Team, Teachers, Support Staff, Principal</p>					
<p>9. Teachers and staff will use instructional and enrichment time in order to offer differentiated instruction to all students.</p> <p>Enrichment Classes are as follows: All K-5 students will receive dance and movement instruction. All K-5 students will receive visual art instruction. All K-5 students will attend weekly library sessions. K-5 students will have weekly gardening enrichment time. 3-5 students will receive weekly music instruction. Teachers will continue to use technology (computers) in their classrooms.</p> <p>Responsible Parties: Principal, Teachers, Staff, RTI, Literacy Coach, Math Coach</p>	August 2017-June 2018	2102: Classified – Monthly 5800 Contracted Services (inc software subscriptions) 1102 Certificated Monthly 5800 Contracted Services (inc software subscriptions) 5800 Contracted Services (inc software subscriptions) 4380 Other/Reserve	.24 FTE Dance Instructional Specialist K & 3rd Grade Art Instruction Arts Anchor MOSAIC Performing Arts contract Personnel Variance	PTA PTA Other PTA PTA PTA	15,600 41,500 7,000 24,600 11,220 780
<p>10.</p> <ul style="list-style-type: none"> Continue to use Project BUILD (tutor program) that supports students in reaching grade level proficiency K-5. Provide intervention services to students identified through the RTI process, and/ or who 	August 2017-June 2018	2116 Classified Hourly	Student/Classroom Support	BSEP	4,000

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>are not proficient and in need of academic support.</p> <ul style="list-style-type: none"> Provide Instructional Assistant support paid hourly for students when necessary and agreed upon by RTI and SST team. <p>Responsible Parties: Teachers, Support Staff, Principal, After School Coordinator, Parent Liaison and BUSD</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 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. Provide early intervention best practice strategies through the RtI model to meet the learning needs of students at the first sign of academic struggle.</p> <p>This will be supported through:</p> <ul style="list-style-type: none"> Regular weekly RtI Team meetings using student data Professional Development in differentiation and RtI practices <p>RtI Team will collaborate with classroom teachers in deciding interventions and strategies to be used for meeting the needs of each struggling student</p> <p>Further the RtI Coordinator and Team will:</p> <ul style="list-style-type: none"> Create and maintain an active visual system to reflect intervention and services of students identified by the system Meet weekly to reflect on systems in place and to check progress on how RtI is meeting the needs of our students Check in 4-6 weeks with classroom teachers by grade level regarding student's progress (during collaboration time) SST meetings will be reviewed during weekly RTI meetings as needed, and monitored throughout the year. <p>To support the effectiveness of RtI:</p> <ul style="list-style-type: none"> Teachers will work collaboratively to create fluid ability groupings to provide differentiated instruction during grade level intervention for students who are not performing at grade level Case Management of Support Services including: vision, hearing, dental, homelessness and other health and social service related issues will be provided. Documentation of student's progress through Illuminate will be updated and maintained from grade to grade (including Cragmont benchmarks). <p>Responsible Parties: Principal, Teachers, RtI Coordinator, Case Management Team, Parent Liaison, BEA</p>	<p>August 2017-June 2018</p>	<p>4300: Instructional Materials & Equipment</p> <p>5200 Travel and Conference</p>	<p>Professional Development focusing on cultural competency, effective math.ELA instruction and mastering equity strategies</p>	<p>PTA</p> <p>Title I A - Basic Funding</p>	<p>1,500</p>

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>2. Continue to improve and tailor district adopted PBIS (Positive Behavior Support /Building Effective Schools Together) and BUSD adopted curriculum Welcoming Schools, and Tool Box.</p> <ul style="list-style-type: none"> • PBIS committee will continue to maintain and communicate the positive behavior plan based on the district adopted model of PBIS. • Continue to evaluate recess and lunch procedures and supervision to promote positive school behavior based on PBIS model. • Rules and expectations will be posted in classrooms, hallways and the Multi-Purpose Room (MP Room). • Positive reinforcement will be in the form of "dragon scales" and will be posted for all to see in the MP Room <p>All necessary materials shall be purchased as needed.</p> <p>Responsible Parties: PBIS Team, Principal, Leadership, Rtl/Case Management Team</p>	<p>August 2017-June 2018</p>	<p>4300 Materials and Supplies</p>	<p>Instructional Materials</p>	<p>PTA</p>	
<p>3.</p> <ul style="list-style-type: none"> • Principal will provide release time for Cragmont teachers to attend district PD's in culturally relevant instruction and inclusive practices and strategies for African-American students and English learners. • Principal and staff will encourage and create safe space for courageous conversations centered on race, class, privilege and how these impact students and families in our school. • Diversity training when available through Professional Development and Teacher IPD. • Discussions and implementation of equity teaching strategies supported by Equity teacher leader, Leadership Team and the District. 	<p>August 2017-June 2018</p>	<p>4300 Materials and Supplies</p>		<p>BSEP</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"> Ongoing professional reading using a variety of books and articles focusing on self-reflection and changing teaching practice that promote cultural competence and provide a safe environment for courageous conversations. <p>Responsible Parties: Teachers, Equity Teacher Leader, Leadership Team, Principal, Staff, District</p>					
<p>4. English Language Development instruction for English Language Learners in K-5 to ensure redesignation by 5th grade using systematic ELD instruction:</p> <ul style="list-style-type: none"> ELD Teacher will support daily instruction Ensure every English Learner receives 30 minutes of ELD daily at the appropriate CELDT Levels Continue to monitor the progress of every EL Student in English acquisition to ensure that each student is gaining at least one CELDT level per year. Use Illuminate data and report cards to report progress. Allocate staff meeting time to review system and structure for differentiated instruction for ELD/SLD. <p>All students will receive academic language development and instruction: English Language Development for English Language Learners, Standard English Development for speakers of non-standard English, Spanish Language Development for native English speakers in Two-Way Immersion, and Academic English Enrichment for speakers of Standard English.</p> <ul style="list-style-type: none"> Teachers/Literacy Coach/ Support Staff and or ELD teacher will provide targeted instruction, in small groups, for EL Students. Participate in District ceremony for students who are redesignated R-FEP. 	<p>August 2016-June 2017</p>	<p>1102 Certificated Monthly 1102 Certificated Monthly</p>	<p>.80 ELD teacher (.40 LCAP) (.40 BSEP)</p>	<p>District Allocation BSEP</p>	<p>41,600</p>

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>This will be supported with teachers and staff:</p> <ul style="list-style-type: none"> Using systematic ELD with District Training; Attending district trainings for newly adopted ELD program and professional development initiated through the district Teacher Initiated Professional Development (TIP) funds; Implementing adopted ELD Programs for all ELL students K-5; Devoting staff time to analyze CELDT scores, levels and other language assessment score to inform ELD, SELD, and SLD instruction; Promoting better parental understanding of CELDT scores and ELD Program. <p>In addition hourly funds will be allocated:</p> <ul style="list-style-type: none"> To administer CELDT testing To provide certificated teachers for ELD instruction <p>All supplementary materials required to support English language development instruction, such as consumable books, software and educational games, additional resources to support the core curriculum, literature books, videos, hands-on objects and materials, etc. shall be purchased.</p> <p>Responsible Parties: Teachers, ELD teacher, CELDT Testing Staff, Principal, Literacy Coach,/Rtl Coordinator/Case Management Team, District Support Teams</p>					
<p>5. Cragmont School will continue to educate and celebrate our diverse student body through:</p> <ul style="list-style-type: none"> Teaching grade level appropriate units that honor our diverse community using Welcoming School Curriculum, Mosaic Project Values. Offering learning opportunities and heritage celebrations for various cultures throughout the year, such as African American Heritage, Cesar Chavez Day of Service and Learning, , College and Career Week, etc. Responsible Parties: SGC, PTA, Parent 	<p>August 2017-June 2018</p>				

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
Volunteers, Site Family Coordinator, Teacher Leaders, Principal, Librarian, Teachers .					
<p>6. Continue to improve attendance and tardy reductions through increase communication to promote student success.</p> <ul style="list-style-type: none"> • Individual phone call to parents. • Weekly Attendance Team meeting with school secretary, Family Engagement Coordinator, Office of Student Services Coordinator, and Principal. • Student and class recognition and reward program for perfect monthly attendance. <p>Standard operational procedures prior to corrective action:</p> <ul style="list-style-type: none"> • Monthly communication phone calls from Family Engagement Coordinator for students who have been tardy or absent 3 times during the month. • Rtl /Case Management Team (SST/ Teacher/Rtl team/Parent conference) <p>Corrective action as follows: _SART (Student Attendance Review Team) meetings</p> <ul style="list-style-type: none"> • SARB (Student Attendance Review Board) <p>Responsible Parties: Teachers, Parent Liaison, Rtl/Case Management Team, Principal, School Secretary, District Student Services</p>	August 2017-June 2018	2102: Classified – Monthly		BSEP	
<p>7. Teachers will dedicate weekly Dragon Time, assemblies and use the various resources including district curriculum and support programs (Welcoming Schools, Tool Box) to help guide group discussions about culturally specific behaviors, values and beliefs so students learn how to interact respectfully.</p> <ul style="list-style-type: none"> • Students will be taught lessons including but not limited to empathy, emotion management, problem solving, and cooperation, Mosaic Project activities, family diversity, gender 	August 2017-June 2018	1116: Certificated – Hourly 4300: Instructional Materials & Equipment 5800: Contracted Services Assemblies 2146: Tutors – Hourly		PTA	

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>stereotyping, bullying and sexual harassment using age-appropriate language/lessons.</p> <ul style="list-style-type: none"> Assemblies will occur three or more times a year for grades K-2 and 3-5 to reinforce our school's values. <p>Responsible Parties: Teachers, Staff, Principal, PBIS Team, Leadership Team/Rtl Case Management Team</p>					
<p>8. Support transitions for students as they move from Pre-K to K and from 5th to 6th</p> <ul style="list-style-type: none"> School community will host Kindergarten play dates and welcome brunch in the summer. Conduct Balanced Beginnings screenings for incoming Kindergarten students to create balanced classes. Complete and submit Kindergarten readiness forms to Berkeley Evaluation and Assessment. Teacher end of the year meeting to create balanced classes for all grade levels. Hold transition meetings for 5th grade Special Education students for middle school placement Complete placement cards for all 5th grade students <p>Responsible Parties: Teachers Rtl /Case Management Team, Principal, Support Staff, Parent Liaison, PTA/SGC</p>	<p>August 2017-June 2018</p>	<p>1116: Certificated – Hourly 2146: Tutors – Hourly</p>	<p>BSEP Carryover BSEP Carryover</p>		
<p>9. Annually update and maintain school-wide Emergency Preparedness (Fire, Earthquake, First Aid) to support ongoing emergency preparedness.</p> <p>Share Emergency Preparedness Plan through staff meetings and community meeting. Practice school-wide 4 emergency drills per year. PTA will purchase materials needed to support Emergency Preparedness for Cragmont.</p> <p>Responsible Parties: Teachers, Staff, PTA, Principal and Safety Committee</p>	<p>August 2017 - June 2018</p>	<p>4300: Instructional Materials & Equipment</p>	<p>Safety Emergency Supplies</p>	<p>PTA</p>	<p>1,000</p>

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
10. Conduct a retreat at the start of the 2017-18 school year to create a focus around race/equity issues and erasing racial predictability for academic achievement.					

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 Healthy Kids Survey (CHKS)/Healthy Kids Climate Report
Parent 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
The Single Plan for Student Achievement

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. Cragmont will employ a dedicated Spanish speaking Bilingual Family Engagement Coordinator position who supports the RTI Framework and communicates effectively with all families.</p> <p>Primary goals:</p> <ul style="list-style-type: none"> Continue student support services, including: vision, hearing, dental, homelessness, and other health and social service related services Assist RTI Team to schedule and facilitate meetings for SST's through the RTI Process Increase parent participation with Cragmont Community events. Interface with parents on behalf of teachers and with teachers on behalf of parents. Active member of the RTI Team Create parent forums in collaboration with PTA Committees Help organize educational events on topics identified as critical by diverse parent groups and teachers and staff Organize school wide cultural events with community volunteers, PTA Executive Committee, Teachers, and Staff. Maintain a school wide calendar of events board for the school community and continuously update the school calendar to provide parents with at least one month's notice of major school assemblies and other important events. Maintain the school master calendar and gmail calendar for www.cragmont.org. Coordinate Spanish translation for the school including meetings and parent workshops Coordinate with District Family Engagement Coordinator on Parent Workshops Collaborate with District Site Family Coordinators from other school sites Initiate parent groups that give voice to 	<p>August 2016-June 2017</p>	2102 Classified Monthly	.72 FTE Parent Liaison (.64)	District Allocation	
		2102 Classified Monthly	(.08 BSEP)	BSEP	5,400
		4380 Other/Reserve	Parent Involvement	Title I A - Parent Involvement	498

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>communities at Cragmont.</p> <p>Responsible Parties: Parent Liaison, PTA, SGC,Principal</p>					
<p>2. Cragmont will continue to effectively communicate with our school community in both English and Spanish.</p> <p>Through:</p> <ul style="list-style-type: none"> • Dragon Tales, Newsletters, and calendar reminders • All calls and emails as needed • Wednesday Informational flyers in homework packets. • Collecting and posting relevant websites and links from teachers (educational resource, supplemental learning on-line, etc.) on www.Cragmont.org by the PTA Internet Committee. • Teachers will be encouraged to inform parents about the classroom at least once a month through email, by newsletter and/or through class bulletin (e.g. field trip schedule, homework expectations, class projects, etc.) about current events taking place in the classroom • Providing Spanish translation for school newsletters, flyers and other forms of family communication. <p>Responsible Parties: Parent Liaison, PTA Technology Team, Principal, Teachers and Staff</p>	<p>August 2017-June 2018</p>	<p>5800 Contracted Services (inc software subscriptions</p>	<p>Spanish Translation</p>	<p>PTA</p>	<p>1,000</p>
<p>3. A diverse group of parents will continue to represent the School Governance Council, English Learner Advisory Committee (ELAC) and Parent Teacher Association (PTA) and actively support the school by:</p> <ul style="list-style-type: none"> • Actively recruiting a diverse group of parents and families on School Governance and PTA, and involving them in shared decision-making opportunities • Encourage parents to attend district workshops sponsored by the BUSD Family/Community 	<p>August 2017-June 2018</p>				

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>Partnerships Department</p> <ul style="list-style-type: none"> Continue SGC visibility at school events and functions. <p>Responsible Parties: SGC Past/Present Council, PTA, Parent Liaison, BUSD Family Engagement Coordinator, Family/Community Partnerships</p>					
<p>4. All parents/guardians will meet at least once during the initial report card period to discuss the academic achievement of their children. If a parent/guardian misses the conference, every effort will be made to reschedule, including phone conferences. Teachers will foster a partnership with families.</p> <p>Responsible Parties: Parent Liaison, Teachers, Staff</p>	August 2017-June 2018				
<p>5. School and classroom rules and expectations will be clearly communicated by:</p> <ul style="list-style-type: none"> Dedicated classroom "Dragon Time" and school assemblies supporting PBS (Positive Behavior Support) throughout the school year. Distributing and posting school-wide rules and expectations matrices Informing parents at the beginning of the school year outlining expectations around behavior, attendance and homework at Back to School Night. All rules and expectations can be found in our Parent Handbook. Parent workshops Teacher workshops Enforcement during the school day Materials/supplies will be provided to support PBIS focus on school spirit and community building <p>Responsible parties: Teachers, SGC, Principal, Leadership and RTI PBIS/BEST Team</p>	August 2017-June 2018	4300 Materials and Supplies		PTA	
<p>6. A Cragmont Parent Handbook in both English and Spanish and School Directory will be updated and</p>	August 2017-June 2018				

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>distributed electronically to all Cragmont families, provided by PTA. This will be distributed by the end of October.</p> <ul style="list-style-type: none"> The Parent Handbook will contain the Cragmont Student Conduct Agreement, which outlines behavioral expectations Parent Handbook will be referred to widely in helping parents and families find answers to questions they may have over the course of the school year. It can also be used to orient new school volunteers <p>Responsible Parties: PTA Executive committee and Technology Committee</p>					
<p>7. Cragmont PTA Exec Committee will provide Room Parent Volunteer Orientation on how to best support the classroom teacher or school.</p> <ul style="list-style-type: none"> A PTA Head Room Parent will be designated by PTA Executive Committee and present during orientation. Teachers will share ways volunteers can help in classroom programs. Develop a list of focused areas that need additional human resources at Cragmont and develop an increased network of volunteers from the community to meet classroom needs Room Parents will help teachers schedule volunteers for each classroom for specific needs <p>Responsible Parties: PTA, Parent Liaison, Teachers, Principal and Staff</p>	<p>August 2016-June 2017</p>				
<p>8. Parent information and activity nights will be held throughout the year in partnership with PTA /SGC/ ELAC and the After School Program. These events will be hosted both on and off the Cragmont site in an effort to reach all families. Bilingual events and Parent Education classes may include:</p>	<p>August 2017-June 2018</p>				

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>1) Family/Community Event (All School Picnics, Halloween, Winter Arts Fair, African American Heritage Celebration, Spring Carnival, Cesar Chavez Day, etc.) 2) Kindergarten Information Night 3) Bilingual Parent Information sessions on Core Curriculum, such as Math and Language Arts 4) Back to School Night/ Open House 5) 5th Grade Transitions</p> <p>Provide childcare at the meetings to ensure participation from all families.</p> <p>Responsible Parties: Parent Liaison, Counselor, PTA, After school Program, Principal, SGC</p>					
<p>9. Principal and hiring committee will actively recruit/hire staff of color and strive to create a welcoming and inclusive environment for teacher of color retention.</p>	<p>August 2017-June 2018</p>	<p>4380 Other/Reserve</p>		<p>BSEP Carryover</p>	

Appendix A - Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I A - Basic Funding	19,807	0.00
Title I A - Parent Involvement	498	0.00
BSEP	100,470	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
BSEP	100,470.00
BSEP Carryover	33,845.00
District Allocation	19,286.00
Other	12,000.00
PTA	95,700.00
Title I A - Basic Funding	19,807.00
Title I A - Parent Involvement	498.00

Appendix B - Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	17,000.00
1102 Certificated Monthly	110,650.00
1116 Certificated Hourly	12,286.00
2102 Classified Monthly	5,400.00
2102: Classified – Monthly	15,600.00
2116 Classified Hourly	4,000.00
4300 Materials and Supplies	16,000.00
4300: Instructional Materials & Equipment	1,000.00
4380 Other/Reserve	4,850.00
5200 Travel and Conference	1,500.00
5800 Contracted Services (inc software subscriptions	93,320.00

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	85,850.00
2102 Classified Monthly	BSEP	5,400.00
2116 Classified Hourly	BSEP	4,000.00
4300 Materials and Supplies	BSEP	2,155.00
4380 Other/Reserve	BSEP	3,065.00
1116 Certificated Hourly	BSEP Carryover	5,000.00
4300 Materials and Supplies	BSEP Carryover	13,845.00
5800 Contracted Services (inc software	BSEP Carryover	15,000.00
	District Allocation	12,000.00
1116 Certificated Hourly	District Allocation	7,286.00
	Other	5,000.00
1102 Certificated Monthly	Other	7,000.00
2102: Classified – Monthly	PTA	15,600.00
4300: Instructional Materials & Equipment	PTA	1,000.00
4380 Other/Reserve	PTA	780.00
5800 Contracted Services (inc software	PTA	78,320.00
1102 Certificated Monthly	Title I A - Basic Funding	17,800.00
4380 Other/Reserve	Title I A - Basic Funding	507.00
5200 Travel and Conference	Title I A - Basic Funding	1,500.00
4380 Other/Reserve	Title I A - Parent Involvement	498.00

Appendix D - Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	230,608.00
Goal 2	44,100.00
Goal 3	6,898.00

BUDGET SUMMARY 2017-18

Cragmont (112)	Obj Code	BSEP Site Funds Resource 0752		Title I Resource 3010		District LCAP Resource 0500		PTA Resource 9110 (DDF 906)		Other Resources		Sum of FTE
		BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	
Budget Item												
Literacy Coach	1102	10,000	0.09	17,800	0.16		0.20				0.55	1.00
Rtl TSA	1102	34,250	0.40				0.60					1.00
ELD TSA	1102	41,600	0.40				0.40					0.80
Extended Day Academic Intervention	1116					7,286						
IA Hourly	2116	4,000										
Instructional Specialist - Dance	2182							15,600	0.24			0.24
Family Engagement Coordinator	2902	5,400	0.08								0.72	0.80
Materials & Supplies	4300	2,155						1,000				
Parent Involvement	4380			498								
Professional Development	5200			1,500								
Contract - Behavioral Health	5800					12,000				5,000		
Contract (MOSAIC)	5800							24,600				
Contract - Performing Arts	5800							11,220				
Contract - Dance	5800									7,000		
Contract - Visual Arts	5800							41,500				
Contract - Other	5800							1,000				
Unallocated Reserve		3,065		507				780				

Total Expenditures 100,470 20,305 19,286 1.20 95,700 12,000

Revenue Allocation 100,470 20,305

Carryover Priorities

Materials & Supplies 13,845

Contract - Behavioral Health 15,000

Certificated Hourly 5,000

Total Carryover Priorities 33,845