The Single Plan for Student Achievement

Jefferson Elementary School
School Name

01-61143-6090252
CDS Code

Date of this revision: April 11, 2017

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

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

Contact Person:	Mary Cazden
Position:	Principal
Telephone Number:	(510) 644-6298
Address:	1400 Ada Street
	Berkeley, CA 94702
E-mail Address:	marycazden@berkeley.net

Berkeley Unified School District
School District

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

The District Governing Board approved this revision of the School Plan on June 28, 2017.

I. Consolidated School Plan for Educating The Whole Child

School Name: Jefferson Elementary School	**School Year:** 2017-18

Summary of School Goals:

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

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

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

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

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

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

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

PRIORITIES FOR ADDITIONAL FUNDS:
Math Support $7000
Cultural Competency

CONTINGENCY PLAN:

Site Committee Representatives:

Parents/Community	Staff
(Chair): Peter Ross (Parent)	(Principal): Mary Cazden
(Co-Chair, if applicable):	(Teacher): Sean Keller
Sarah Crow (Alt)	(Teacher): Rick Kleine
Lisa Frydman	(Teacher): Anne Scheele
Prashant Jawalikar	(Classified): Tiana Alnas Benson
Megan McQuaid	(Teacher) Barb Wenger
Jamaica Moon	
Terry Pastika	

BSEP Planning & Oversight Committee Representative: Terry Pastika

_____

_____

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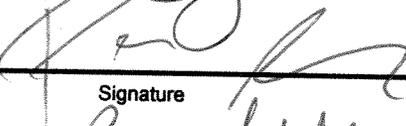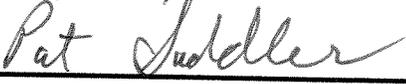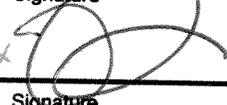
II. Recommendations and Assurances

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

1. The School Governance Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.

2. The School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.

3. The School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Governance Council stands to benefit financially from any decision of the Council.

4. The School Governance Council sought and considered all recommendations from the following groups or committees, before adopting this Plan:

   * School Advisory Committee for State Compensatory Education Programs
   * English Learner Advisory Committee
   * Other:

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

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

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

7. This school plan was reviewed by the English Learner Advisory Council on .

8. This school plan was adopted by the School Governance Council on April 13, 2017.

Mary Cazden		4/13/17
Principal	Signature	Date
Peter Ross (Parent)		4/13/17
School Governance Council Chair	Signature	Date
Patricia Saddler	Pat Saddler	6/14/17
Director, Special Programs and Projects	Signature	Date
Natasha Beery		6/14/17
Director, Berkeley Schools Excellence Program	Signature	Date
Pasquale Scuderi		JUN 1 3 2017
Assistant Superintendent, Educational Services	Signature	Date

III. School Vision and Mission

Vision – It is our vision that all children who attend Jefferson Elementary School grow academically, socially, emotionally, and ethically in their time here. All students are valued, have a sense of purpose and belonging, and are committed to making our school and society a more just place to live.

Mission – In order to achieve our vision, we will provide students with an educational experience of challenge and relevance. We will work together to foster children's ability to think critically, creatively, and develop compassion and respect for others. Families are active, engaged and welcomed partners. We cultivate healthy and cooperative relationships among all community members as all are integral to the success of our students and school.

IV. School Profile

SCHOOL PROFILE

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

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

Comprehensive instruction in the areas of language arts, mathematics, science, visual and performing arts, social studies, and physical education is provided to 422 students. Jefferson's student population will decrease to 407 students for the 2016-2017 school year.

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

Ethnic Distribution

	2010	2011	2012	2013	2014	2015	2016
African American	21%	16%	17%	16%	14%	13%	11.35%
Asian/Pacific Islander	11%	9.9%	10%	8%	7%	9%	4.7%
Hispanic/Latino	20%	16.2%	19%	18%	18%	17%	17.7%
Filipino	1%	1%	0%	.06%	1%	.74%	.71%
White (not Hispanic)	36%	39.7%	39%	41%	41%	42%	44.9%
Other/Declined to state	8%	3%	0%	0%	0%	0%	.24%
Two or more Races	13.6%	13%		16%	19%	18%	20.3%

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

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

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

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

Our program also helps students learn to appreciate themselves and others. Thus, school activities incorporate and celebrate the cultural, ethnic, and linguistic diversity of the families in our community. Students are encouraged to participate in community programs that allow them to demonstrate their skills and talents as well as to provide a service to the community.

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

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

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

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

V. Comprehensive Needs Assessment Components

A. Data Analysis

For detailed school performance data analysis see two attachments: 1) Document: Jefferson School Information Sheet and 2) Power Point: Jefferson 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

SURVEY
The school conducted a Parent Engagement survey in March 2017 to
- learn our community's concerns, needs and experiences regarding school culture, climate, home/school partnership and communications;
- learn our community's understanding of the reading, writing and math curriculum.

The survey included questions to develop actions and strategies to address three goals:
- to create better communication between home and school
- to create a culture of safety at the school;
- to determine priorities for the curriculum (i.e. math, science and the arts) at the school.

Other venues for information sharing and input:

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

The 2016-17 District portion of the survey aimed to gather feedback specific to the LCAP goals which focused on prioritizing programs and school climate. The School Governance Council's focus was to obtain information from families regarding the progress made on the key themes discussed at the School Site Council in the Spring of 2016. This year's survey was conducted in March 2017 and was used to make funding decisions for the 2017-18 school year. The survey was created online through Survey Monkey. Families had the option to take the survey online; and a paper version was sent home to all families, as well as having computers available onsite with the help of our Family Engagement Coordinator.

Jefferson has 337 families. Of these families 176 (52%) completed the survey. Analysis of the data revealed that 97% of families believe their students are learning grade level concepts and skills in the Common Core Curriculum in the areas of reading, writing, and math. On the other hand, 66% of families believe science instruction is provided regularly, while 16% disagree. In the area of developing our students social emotional skills 85% of families felt their students are provided extra social-emotional help when needed. The majority of families (98%) feel welcomed at school and over 93% feel able to communicate with school staff regarding students' academic and social-emotional needs.

The analysis revealed areas where improvement is needed. Specifically, there is a continued need to enhance our Science implementation. In third grade, science has been implemented innovatively. Each teacher has taken one Foss unit they feel strongest in and teaches it to all students. The teachers rotate students every several weeks until all students have been taught each unit. Jefferson is looking to address this concern by employing the same or similar structures in grades K-2. In grades 4th and 5th a Science Release Teacher (SRT) is provided; the person hired for 2015-16 is experienced and provides engaging, high quality units using the Next Generation Science Standards. Jefferson will adding a chorus teacher with Arts Anchor funding who will work with grades K-2 as well as the whole school at one assembly a month. To address the small number of families who feel the need for more communication with the school, Jefferson will continue to have regular principal, teacher, and PTA newsletters, etree messages that also are sent as rob calls as Friday messages. Another area to address is while 98% said that their children had participated in the Toolbox program, only 21% respond that they have participated in Welcoming Schools, our family

diversity, anti-bias, anti bullying program. While the teachers teach individual lesson and we participated this year in 3 all school mornings on a Welcoming Schools lesson, we need to be more communicative about these lessons, how they integrate into our larger school program and expand our work on gender expansiveness. Three teachers at the site are piloting new gender expansiveness lesson an we will roll that out to the whole staff next year and add an assembly. Another are oaf improvement is conveying the differentiation for our advanced learners that happens int he classroom and making sure that teachers consistently have the materials and expertise to extend mathematical opportunities for student who are advanced in this area.

C. Classroom Observations

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

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

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

D. Student Work and School Documents

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

E. Analysis of Current Instructional Program

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

Strategy 1: Strategy 1: K-5 Literacy Coach - The Literacy Coach supports and guides classroom teachers in the implementation of TCRWP and other effective literacy instructional practices. She conducts classroom observations, noting the strengths and areas of growth for teachers, helping them to set and meet goals for improving classroom teaching practice and implementation of all components of the TCRWP curriculum, as well as delivering on-site and district-wide literacy professional development. She acquires and organizes literacy curriculum materials for classroom and special program use. The Literacy Coach also designs and oversees several literacy intervention programs on-site utilizing volunteers and paid interns.

Evidence of effectiveness in improving student achievement
- Consistent implementation of all TCRWP components and other research-based literacy practices in every classroom.
- Teachers using best practices aligned with Common Core standards.

~Development and use of a variety of formative and summative evaluation devices, including checklists, anecdotal records, ongoing running records, on-demand and collaboratively scored writing assessments.
~Weekly collaborative PLC sessions in which generated data (see above) is recorded and analyzed, and responsive teaching strategies and grouping schemes are planned.
*Please see reading growth at strategy 2.

Strategy 2: 1.0 Strategy 2: 1.0 FTE RTI personnel - the RTI teacher spends 0.8 FTE teaching small intervention groups and 0.2 FTE coordinating Case Management, Student Study Teams, and Intervention Services. This involves:

Tracking student assessment data every 6 - 8 weeks to identify students in need to extra support.
Tracking student progress and academic growth to identify if the interventions for individual students are working.
Placing students in appropriate academic interventions based on the assessment data. (LLI groups, Reading Recovery, Family Engagement, ELD Services). Students move in and out of different interventions depending on their progress.
Coaching teachers on small group interventions they can do within the classroom through our PLCs.
Coordinating other Intervention Services including Family Engagement Liaison Support and Counseling.
Facilitating SST meetings where parents are informed of their child's achievement and progress and, together, a plan is made to support the student's learning and well being.

Evidence of effectiveness in improving student achievement:
Increased communication and planning between intervention and class teachers to identify next steps for student learning together.

Winter Assessment data shows that RTI intervention services are having a very positive impact on student learning. Here is an example of a 6-week cycle:

57 students received reading intervention.
50 out of 57 students made growth (grew at least one reading level)
42 out of 57 students made accelerated growth.

Strategy 3: .50 Family Engagement Liaison position

Evidence of effectiveness in improving student achievement
- This position was finally filled in February 2016 and Jefferson at last has the right person to work with the families. Calls are now made to families regarding patterns of absences and tardies. Meetings are arranged with parents and guardians to discuss strategies for ensuring that their students are on time and in class. Families needed housing, food and health care are guided to those services. We have consistent outreach for families regarding district and school events. The FE person also collaborates with Jeffersons and Daughters, the Village Group and PTA for our food bank, food drive, costume drive and other events.

Ineffective or Minimally Effective Strategy - Use of data to analyze student results and progress on a regular basis:
- Teachers do not fully know how to navigate Illuminate to search for the data that would be effective to use to guide their practice.
- There is a lack of data for math; we need this data to inform possible solutions.
- There is a lack of professional development to get teachers up to par on navigating these important avenues to gain student data in more innovative ways. The data sheets are ok, and we have to motivate and inspire teachers to get more comfortable with the technology they have at their disposal.
.
LCAP Goal #3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

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

Evidence of effectiveness in improving student achievement
- Up-to-date Website
- High attendance at school events
- Multiple ways to access school information

Strategy 2: Implementation of Welcoming Schools Curriculum and Toolbox program

Evidence of effectiveness in improving student achievement
• Students, families and staff using the Toolbox language, including when challenging situations arise
• Posters and work in classrooms on boards reveal the work is occurring.
*We conduct all-school Welcoming Schools morning and 3 teachers are piloting the gender expansiveness lessons that will roll out for the whole school next year.

A revamped SART/SARB process in place as of March 2016. Attendance letters are sent to families on a regular basis and families whose students are at Level 2 or 3 are asked to meet with staff to discuss overcoming barriers to their children's absences and tardies. There is more communication whole school about the impacts of absences and tardies and all-calls are done on some strategic Sunday nights to welcome families back.

Ineffective or Minimally Effective Strategy - We have seen a dramatic increase in vacation absences and extended weekends one Fridays and Mondays. We are working on creating a recognition program for good attendance.

VI. Description of Barriers and Related School Goals

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

2016: Local Control and Accountability Plan (LCAP)
The Local Control and Accountability Plan ("the Plan") is mandated by the state as the standardized vehicle for addressing state priorities and local goals, identifying the most effective actions and services to meet those goals, as well as accounting for the Local Control Funding Formula (LCFF) supplemental expenditures and the indicators for monitoring progress. The Plan includes a description of annual goals, for all pupils and for each subgroup of pupils as stipulated in Education Code sections 52060 and 52061 (Plan Sections 2, Sections 3A and 3B).

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

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

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

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

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

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

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

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

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

Our Students Need:

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

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

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

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

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

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

LCAP Supplemental Funding Supports:

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

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

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

[1] 39.1 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 11.3% 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	65	66	65	63	65	63	100.0	95.5
Grade 4	73	63	72	63	71	63	98.6	100
Grade 5	52	73	49	72	49	72	94.2	98.6
All Grades	190	203	186	198	185	198	97.9	97.5

* 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	2474.2	2499.3	43	60	32	16	9	17	15	6
Grade 4	2484.6	2500.7	32	43	29	24	18	19	21	14
Grade 5	2543.4	2546.4	33	35	43	38	8	15	16	13
Grade 11		*		*		*		*		*
All Grades	N/A	N/A	36	45	34	26	12	17	18	11

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	46	43	38	46	15	11
Grade 4	25	30	49	54	25	16
Grade 5	39	39	43	40	18	21
All Grades	36	37	44	46	20	16

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	40	60	42	33	18	6
Grade 4	35	51	42	35	23	14
Grade 5	41	42	45	50	14	8
All Grades	38	51	43	40	19	10

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	38	41	52	49	9	10
Grade 4	20	30	68	56	13	14
Grade 5	22	42	57	46	20	13
All Grades	27	38	59	50	14	12

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	49	51	40	41	11	8
Grade 4	21	30	48	51	10	19
Grade 5	45	43	47	51	8	6
All Grades	37	41	45	48	10	11

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	65	66	65	63	65	63	100.0	95.5
Grade 4	73	63	72	63	71	63	98.6	100
Grade 5	52	73	49	72	49	72	94.2	98.6
All Grades	190	203	186	198	185	198	97.9	97.5

* 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	2490.4	2513.8	57	65	20	25	12	5	11	5
Grade 4	2500.0	2520.5	26	35	38	37	26	19	10	10
Grade 5	2550.0	2558.8	49	46	14	21	18	24	18	10
Grade **11**		*		*		*		*		*
All Grades	N/A	N/A	43	48	25	27	19	16	12	8

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	68	78	22	16	11	6
Grade 4	41	51	34	29	25	21
Grade 5	53	53	20	29	27	18
All Grades	54	60	26	25	21	15

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	62	75	25	22	14	3
Grade 4	31	43	55	46	14	11
Grade 5	35	43	49	39	16	18
All Grades	43	53	43	36	15	11

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	60	75	29	22	11	3
Grade 4	39	49	45	35	15	16
Grade 5	41	43	41	44	18	13
All Grades	47	55	38	34	15	11

Conclusions based on this data:

1.

VII. School and Student Performance Data (continued)

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

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	26	22	25
Percent with Prior Year Data	100.0%	95.5%	100.0%
Number in Cohort	26	21	25
Number Met	--	16	22
Percent Met	--	76.2%	88.0%
NCLB Target	59.0	60.5	62.0%
Met Target	--	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	22	8	28	4	37	3
Number Met	--	--	12	--	12	--
Percent Met	--	--	42.9%	--	32.4%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	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	20			60	***	29	20	***	57						14
2			***	60	100		40								
3			20		60	60	***	20	20		20				
4	33	20	40	33	20	40	17	60	20				17		
5	14	60	50	29	20	25	43		25	14	20				
Total	15	18	28	38	50	36	38	23	28	4	9	4	4		4

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. Jefferson staff and teachers will ensure implementation of a balanced high quality English Language Arts Program using district adopted programs and practices within a balanced literacy block. • Teachers will continue to implement the Calkins writing program and continue to implement theTCRWP with the support of the Literacy Coach and other support staff • Staff will attend district led professional development on TCRWP and Calkins on site and as offered throughout the 2017-18 school year. • Literacy teacher will give ongoing training to personnel during staff meetings and will demonstrate model lessons in all classes. • Use district literacy assessments for data-driven teacher collaboration and professional development. • Use district literacy assessment results to inform Response to Intervention and After School Intervention programs. • Using equity strategies teachers will track the achievement of focus students. Equity Strategies include: No Opt Out, Multiple Perspectives, Independent Reading and Pair/Share, Positive Esteem, Opt In, High Help High Perfectionism, Seeking Multiple Perspectives, and Using Experiences of Students. • All appropriate and necessary materials including leveled texts, literature circle materials, Zinke spelling materials, teacher resources, handwriting materials, listening centers, writing and illustrating materials, Quick Reads, and teacher instructional materials will be provided. Full use of Instructional Minutes:	September 17-June 18	1102 Certificated Monthly	1.0 Literacy Coach (.25 BSEP)	BSEP	25,030
		4300 Materials and Supplies	Instructional Materials	District Allocation	
		4300 Materials and Supplies	Instructional Materials to support the core curriculum	PTA	4,000
		4300 Materials and Supplies	Instructional Materials	BSEP	6,000
		4300 Materials and Supplies	Instructional Materials	BSEP Carryover	3,000

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
Kindergarten: minimum 60 minutes daily 1st-3rd Grades: 120 minutes daily (45 minutes for writing and 75 minutes for reading) 4th-5th: 90 minutes daily (including 45 for writing)					
2. Jefferson teachers and staff will ensure that all K-5 students are provided high quality mathematics and science instruction by implementing "A Story of Units" math program and the Next Generation Science Standards. • Use district math assessments that are aligned to the Story of Units (STU) to monitor student progress. • Use SOU and district math assessments for data- driven teacher collaboration and professional development. • Use SOU and district math assessment results to inform Response to Intervention and After School Intervention programs. • Participate in ongoing training for K-5 math curriculum and instruction (all teachers K-5) • MTL to provide ongoing support for teachers and PD as needed at the site level. • Participate in NGSS training provided for K-5. • Report classroom science activity in (principal, teacher, or PTA) newsletter • Purchase school-wide subscription for Mystery Science.	September 17-June 18	1116 Certificated Hourly 4300 Materials and Supplies	Provide substitutes so teachers can observe grade level colleagues teaching SOU as funds become available. Mystery Science subscription	BSEP Carryover PTA	1,850 1,000
3. Implement an English Language Development Program for K-5 English Language Learners: • Fund .84 ELD/RTI teacher to provide 30 minutes of ELD daily at the appropriate CELDT level. • Direct Instruction Provide direct instruction at appropriate CELDT level (30 min x 5 days) • Integrated Language Instruction Provide integrated language instruction across the curriculum and school day (PD and planning time for teachers needed) • Assess progress of students in English language acquisition using the CELDT, ADEPT (2x per year) and teacher assessment tools • Monitor student progress using a progress report	September 17-June 18	1102 Certificated Monthly 1102 Certificated Monthly 1102 Certificated Monthly	.84 FTE English Language Development Teacher/RTI (.24 FTE PTA, .20 BSEP, .40 LCAP .16 District Release) .84 FTE English Language Development Teacher/RTI (.24 FTE PTA, .20 BSEP, .40 LCAP .16 District Release) .84 FTE English Language Development Teacher/RTI (.24 FTE PTA, .20 BSEP, .40 LCAP .16 District Release)	PTA BSEP District Allocation	23,815 19,850

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
(Blue Cards/EL Progress Report/Grades) to ensure students are making consistent gains; • Use progress monitoring to identify students who are not making gains (in one or more areas) and create an action plan for each student; meet with student teams (RTI, Lit Coach, SPED, Classroom teachers) to plan for interventions where progress is not being met. • Communicate with teachers and parents regarding student progress and learning goals during each grading period (meet in person or provide written progress report); provide English Language Development grades in the four domains. • Devote staff meeting time for teachers to analyze student work (data) and curriculum to determine strategies for targeted language instruction and supports so that all students can access the curriculum (integrated ELD). Provide professional development and support to classroom teachers on integrated language instruction through short facilitated PLC cycles. • ELD teacher participates in district professional development including monthly ELD PLC, ELD curriculum trainings and COS PD • ELAC- Facilitate parent/guardian workshops on understanding the CELDT and ELD program at Jefferson, Outreach to parents regarding instruction • Facilitate ELL enrollment in after school intervention and enrichment classes • IFEP students monitor progress of IFEP students • Test Administration CELDT test all annual EL students by the end of Oct, communicate test results to parents, keep test scores on file (CUM), Schedule test administration and provide sufficient proctors so that EL instructional minutes/schedule is minimally disrupted. • Identify English Language Learners -Verify that all incoming EL students have been identified and tagged in Illuminate/Powerschool, provide the district with information to update EL lists including students that have been mistagged, ensure that CUM and Illuminate files are up to date.		4380 Other/Reserve	Personnel Variance	BSEP	4,155

Description of Specific Actions to Meet This Goal

	Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
4.	Extend learning of K-5 students with an after school site intervention program that supports students in reaching grade level proficiency. Extend after school programming to 2-4 days a week from 2:30-3:30 pm • Continue to implement the Afterschool Learning Program (ALP) to pre-teach grade level material to students in K-5, extending the program to 2-4 days a week for one hour each day • Provide time and allocate hourly funds for structured collaboration between all after school intervention and support providers including: JAZ, ALP, and BEARS - to strengthen academic intervention in every program • Provide professional development for all after school providers in strategies to support student academic growth • Provide structured homework support that includes staff, tutors and other volunteers • Expand BUILD program to increase the number of tutors • Continue literacy intervention, Quickreads	September 17-June 18	1116 Certificated Hourly 1116 Certificated Hourly 1116 Certificated Hourly 5800 Contracted Services (inc software subscriptions	Extended Day Academic Intervention ALP Teacher Hourly ALP Teacher Hourly BUILD Tutors	District Allocation BSEP BSEP Carryover Other	6,204 2,500 9,000 2,500
5.	Provide early intervention best practice strategies through the RTI model to meet the learning needs of students at the first sign of academic struggle • Regular COS (Coordination of Services) team meetings- to collaborate and reflect on school wide systems in place to meet the needs of identified students • Implementation of RTI - 3- tier response (Classroom, Small Group, Learning Center) with emphasis on Tier 1 interventions (classroom) • Professional Learning Communities - Class teachers and interventionists meet weekly to set goals for focus students. Monitor in 6-week cycles. • Provide staff with professional development in differentiation and RTI practices. • Use the TCRWP, phonics, LLI, DOLCH, and work samples to monitor literacy growth in 6 week cycles. • Case management of student support services including vision, hearing, dental, homelessness, and other health and social service related	September 17-June 18	1102 Certificated Monthly 1102 Certificated Monthly 2116 Classified Hourly	1.0 FTE RtI Teacher (.40 LCAP, .60 BSEP) 1.0 FTE RtI Teacher (.40 LCAP, .60 BSEP) Classified PD and direct student support	District Allocation BSEP BSEP Carryover	 46,250 1,500

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
services • Allocate funds to support full implementation of RTI intervention teacher.					
6. Support transitions for students as they move pre-K to K and 5th grade to 6th grade. • Hold transition meetings for pre-K special education students who are entering Kindergarten. • Hold transition meetings for 5th grade special education students who are entering middle school. • Complete placement information in Illuminate for all 5th grade students. • Conduct "Balanced Beginning" screening for incoming kindergarten students to create balanced classes and identify student needs.	September 15-June 16				
7. Ensure that IEP's for Special Education students list appropriate and measurable academic goals for students aligned with state standards: • Discuss Special Education goals during: IEP's, COS meetings, Special Education meetings, SST's and staff collaboration time • Meet regularly with Special Education Area Supervisor • Provide regular professional development to IAs	September 17-June 18				
8. Increase classroom library collections to represent a wide range of levels, genres, and authors with a focus on non-fiction that supports implementation of the Common Core.	September 17-June 18				
9. Additional Enrichment to enhance the academic program: PTA-funded YMCA PE Program - 45 minutes of PE and supervision and activities coordination at all recesses. Jefferson School PTA will provide after school enrichment classes on a fee-based program with scholarships for students available for all enrichment classes.	September 17-June 18	5800 Contracted Services (inc software subscriptions	YMCA PE contract	PTA	35,000
		5800 Contracted Services (inc software subscriptions	Arts Anchor Program	Other	7,000

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
Professional Development for Performing Arts - Arts Anchor Grant VAPA grant to bring specialist to site to provide instruction grades K-2 and PD in vocal music. Provider will also lead singing at one all school assembly a month. School Garden and Garden/Science Program .33 FTE to offer garden based science lessons in the school garden, grades K-5. On a half-year schedule, classes will receive 18-45 min. lessons during the school year. Classroom teachers will collaborate with the Garden Instructor and will be present during classes. Credentialed Visual Art teacher teaches weekly sequential art lessons to all students grades 1 and 2. Credentialed music teachers provide weekly instrumental music lesson grades 3-4-5					

VIII. Planned Improvements in Student Performance (continued)

Goal #2: Cultural and Linguistic Responsiveness

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

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

Anticipated annual performance growth for each group:
2.1 Reduce the number of students with ten or more total absences by 10% of the 2014-15 percentages (enrollment reported as of June).

2.2 Use Toolbox competencies to measure social-emotional progress. (Baseline year)

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

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

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

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
1. Culturally Relevant Teaching - Jefferson will participate in an Equity-Centered Professional Learning Community. Staff will continue to focus on equity centered high expectation teaching, and learning equitable teaching habits to use in the classroom (ie. opt in, culturally responsive teaching, high-help high perfectionism, multiple perspectives) Staff with keep Equity as a focus in district initiated Profession Learning Communities by identifying focus students (non proficient students) to monitor progress of PLC goals. Staff will continue ongoing professional development in district initiated Equity Strategies. Dave Nettel will provide in-class workshops and modeling (Cooperative Adventures) to aid in student engagement, healthy risk taking and cooperation. • Leadership Team, and staff will continue to focus on issues of race and racism and their impact on student learning through literature, research, and current community events.	September 17-June 18	5800 Contracted Services (inc software subscriptions	Dave Nettel	PTA	13,000
2. Jefferson will continue to implement Toolbox and other district adopted programs: PBIS and Welcoming Schools anti-bias curriculum to increase student achievement and engagement, reduce inequities in discipline, safeguard students from bias, and promote positive behavior support. • Teachers and staff will continue with training in the Toolbox Curriculum during District staff development and specified school-wide collaboration days. • Teachers, classified staff, parents, and the principal will revise and display school-wide rules for common areas. Rules will be posted in all common areas, school communications, and communicated to parents/guardians • Teachers, classified staff, parents, and the principal will implement strategies for teaching and reinforcing school-wide behavior	September 17-June 18				

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
expectations throughout the year • All staff will teach students school-wide rules and behavior expectations through specific lessons, school-rules assemblies, and by modeling expected behavior • All staff will reinforce and reteach expected behavior in students through the use of positive recognition, active supervision techniques, and conflict resolution/de-escalation strategies • Parents/Guardians will receive information on school rules at the beginning of the year. Rules will be reviewed with monthly themes such as "Hallway Behavior." • Teachers will develop grade level agreements for when to refer a student to the office and when to address student behavior in the classroom • Continue to use progressive discipline and logical consequences to help students correct when they make negative behavior choices • Teachers will identify and teach selected lessons from the Welcoming Schools anti-bias curriculum to address issues of bullying and bias-related harassment • Noon duty supervisors along with other identified support staff will meet regularly to strengthen their supervision techniques, learn additional strategies, and problem-solve student conflict situations as they arise.					
3. Jefferson Staff will attend a school retreat focused on building an equity centered Professional Learning Community, curriculum mapping, and PBIS school wide systems.	September 17-June 18	5200 Travel and Conference	Retreat	PTA	2,000
4. Jefferson school will hold year long school assemblies that feature culturally diverse presentations and programs that support school wide positive climate Special guest performers from a wide range of cultures will be funded with grants as available.	September 17-June 18	5800 Contracted Services (inc software subscriptions	Bi-weekly assembly performances	PTA	
5. Instruction in Visual and Performing Arts will be incorporated in all classrooms to engage students and to draw upon and develop the full range of student learning styles. Students in Grades-K-2 will participate in Visual Arts	September 17-June 18	5800 Contracted Services (inc software subscriptions		Other	

Description of Specific Actions to Meet This Goal

	Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
	classes taught by Certificated Staff Lucy Ames Students in Grades 3-5 will participate in BUSD instrumental and choral music program Students in grades 2 will receive music instruction from a vocal music specialist supported by an Arts Anchor (VAPA) grant Volunteer Musicians from the School Community will accompany bi-monthly school wide assembly singing.					
6.	Facilitate teachers learning from one another through an organized structure that includes peer observations, action research, PLCs and other successful collaborative structures. • Staff will observe colleagues, both site and district wide, including literacy and ELD coaches, interventionists and will share learning at staff and collaboration meetings . • Staff will collaborate with BEA, Literacy Coach, RTI, Math Coaches and other district staff to identify focus students in order to track student progress to ensure academic success during staff and collaboration meetings twice a month. • Qualified teachers may choose the alternative evaluation process to conduct lesson study with district peers.	September 17-June 18	1116 Certificated Hourly	PD/Parent Workshops	BSEP Carryover	2,000

VIII. Planned Improvements in Student Performance (continued)

Goal #3: Safe, Welcoming and Inclusive School Climate

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

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

Anticipated annual performance growth for each group:
3.1 Increase the percentage of students and families who report feeling welcomed and valued as a partner in their child's education as measured by CHKS and district survey.

3.2 Recruit and retain certificated employees of color.

3.3 Increase the percentage of participants of color serving on the SGC so that the representatives on this committee mirrors the demographics of our student population.

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

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

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

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
1. Jefferson School will provide parent forums and educational events on topics identified as critical by diverse parent/guardian groups including: • Workshops for English Language Learner families:Understanding the CELDT, Report Card and teacher conferencing • Literacy Events • Supporting readers at home • Summer reading program • A Story of Units • Toolbox Training for parents/guardians . Discussing Race with Your Child Parent Forums about Equity and Race. • Other workshops as identified by parent/guardian need Site will collaborate with all relevant district offices and will provide translation for Spanish speaking families and other non- English speakers as available. Teacher hourly and Parent Involvement funds will be used to fund workshops including: food, childcare, meeting facilitators, materials and supplies	September 17-June 18	5800 Contracted Services (inc software subscriptions	Equity Work/Community Building	PTA	5,000
2. Jefferson staff will partner with Family and Community Partnerships office, District PTA, DELAC and other district parent/guardian groups to train and support site parent/guardian groups to strengthen their capacity to collaborate with principal and school staff on issues that impact student achievement and well being. These groups include: • The Village Families Group • ELAC • PTA • School Governance Council	September 17-June 18	4380: Other / Reserve	Parent Support/Education-increase workshop offerings and teacher hourly for parent/guardian meetings and materials as funds become available.	PTA	750

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
3. Jefferson will hold school wide community events including: Juneteenth, Music and Art Night, Math and Science Night, Mayfair, Open House, Back to School Night, and other events as identified by the PTA and School staff that involve parents/guardians in our school community. Funding for events: PTA, grants	September 17-June 18	4380: Other / Reserve	Multi-cultural school-wide event support Increase funds as they become available from additional revenue	PTA	
4. Jefferson school staff will strengthen relationships with parents/guardians by conducting regular Student Study Team meetings with parents and guardians for students in need of social/emotional and educational support. Site Student Study Team Coordinator will schedule all meetings, record notes and facilitate follow up. Jefferson school's Coodination of Services (COS) Team will meet once a week to strategize regarding student and parent/guardian needs and supports. COS will coordinate support services including: dental, hearing and vision testing, homelessness services, public health nurse supports, academic and social-emotional supports. Jefferson staff will increase communication with families to enhance the home school connection through weekly email, phone calls, text messages, newsletters. Jefferson school's PTA, SGC, ELAC, and the Village etc. will make all families feel welcome to participate in all activities and meetings by outreach and providing food and childcare at all meetings.	September 17-June 18				
5. Family Engagement Coordinator: Will coordinate site services to families and will collaborate with the RTI team to determine services, programs available. The position is a .5FTE. Focus on: McKinney-Vento, Health Services, Attendance, other student needs.	September 17-June 18	2102 Classified Monthly	Family Engagement	District Allocation	
6. Counselor will provide services to: individual students, small groups and whole class.	September 17-June 18	5800 Contracted Services (inc software subscriptions 5800 Contracted Services (inc software subscriptions	Counseling contract funded by LCAP Counseling Contract BACR	District Allocation PTA	12,000 8,000

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
		5800 Contracted Services (inc software subscriptions	City of Berkeley	Other	5,000

Appendix A - Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
BSEP	103,785	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
BSEP	103,785.00
BSEP Carryover	17,350.00
District Allocation	18,204.00
Other	14,500.00
PTA	92,565.00

Appendix B - Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1102 Certificated Monthly	114,945.00
1116 Certificated Hourly	21,554.00
2116 Classified Hourly	1,500.00
4300 Materials and Supplies	14,000.00
4380 Other/Reserve	4,155.00
4380: Other / Reserve	750.00
5200 Travel and Conference	2,000.00
5800 Contracted Services (inc software subscriptions	87,500.00

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	91,130.00
1116 Certificated Hourly	BSEP	2,500.00
4300 Materials and Supplies	BSEP	6,000.00
4380 Other/Reserve	BSEP	4,155.00
1116 Certificated Hourly	BSEP Carryover	12,850.00
2116 Classified Hourly	BSEP Carryover	1,500.00
4300 Materials and Supplies	BSEP Carryover	3,000.00
1116 Certificated Hourly	District Allocation	6,204.00
5800 Contracted Services (inc software	District Allocation	12,000.00
5800 Contracted Services (inc software	Other	14,500.00
1102 Certificated Monthly	PTA	23,815.00
4300 Materials and Supplies	PTA	5,000.00
4380: Other / Reserve	PTA	750.00
5200 Travel and Conference	PTA	2,000.00
5800 Contracted Services (inc software	PTA	61,000.00

Appendix D - Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	198,654.00
Goal 2	17,000.00
Goal 3	30,750.00

BUDGET SUMMARY 2017-18

Jefferson (116)	Obj Code	BSEP Site Funds Resource 0752		District LCAP Resource 0500		PTA Resource 9110 (DDF 906)		Other Resources		Sum of FTE
Budget Item		BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	
Literacy Coach	1102	25,030	0.25		0.20				0.55	1.00
RtI TSA	1102	46,250	0.60		0.40					1.00
ELD TSA	1102	19,850	0.20		0.40	23,815	0.24		0.16	1.00
Extended Day Academic Intervention	1116			6,204						
Certificated Hourly	1116	2,500								
Materials and Supplies	4300	6,000				5,000				
All-Community Meeting	4380									
Retreat	5200					2,000				
Equity/Community Outreach	5800					5,000				
Contract (BUILD Tutors)	5800							2,500		
Contract (Mental Health Counseling)	5800			12,000		8,000		5,000		
PE Contract (YMCA)	5800					35,000				
Assemblies	5800					750				
Contract (Cooperative Adventures)	5800					13,000				
Contract (Arts)	5800							7,000		
Unallocated Reserve		4,155								
Total Expenditures		103,785		18,204	1.00	92,565		14,500		
Revenue Allocation		103,785								

Carryover Priorities

Materials and Supplies	3,000
Teacher Sub Days	1,850
Certificated Hourly - Intervention	9,000
Certificated Hourly - PD/Workshops	2,000
Classified Hourly	1,500
Total Carryover Priorities	**17,350**