

# The Single Plan for Student Achievement

## Washington Elementary School

School Name

01-61143-6090328

CDS Code

Date of this revision: January 18, 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: Katia Hazen  
Position: Principal  
Telephone Number: (510) 644-6310  
Address: 2300 Martin Luther King Jr. Way  
Berkeley, CA 94704  
E-mail Address: [katiahazen@berkeley.net](mailto:katiahazen@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](mailto: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

<b>School Name:</b> Washington Elementary School	<b>School Year:</b> 2016-2017
--	-------------------------------

**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.

**PRIORITIES FOR ADDITIONAL FUNDS:**

The Washington SGC and PTA worked closely to identify and prioritize programs that benefit all students in the school and to provide for coordinated funding for such programs. Despite the significant, successful fundraising efforts of the community, spearheaded by the PTA, we do not have the resources we need to fund all the priorities, including some enrichment programs that we have funded in recent years. Below is a list of programs that were reduced or eliminated from our budget. In the event additional funds become available for the 2017-18 academic year, we ask that these programs, that were identified as priorities by our teachers, parents, and students, be considered as part of the contingency plan:

- Literacy Coach and Intervention Specialist– increase by .5 FTE
- English Learners - restore .2 FTE (to offset planned district reduction of .2 FTE) to support EL
- Math Coach and Intervention – increase to .8 FTE to serve more students
- Family Engagement Coordinator – increase to 1.0 FTE
- Restorative Justice - restore RJ program and support additional training for staff and partner with PTA to fund full time RJ coordinator
- Social Emotional Learning (SEL) – enhance existing curriculum, including Toolbox training for classified staff and add Caring Schools Community curriculum to increase the efficacy of current practices (class meetings and buddy reading)
- After school tutoring program by credentialed teachers–add funding to increase capacity
- Professional development as needed
- additional principal discretionary funds as needed

CONTINGENCY PLAN: The SGC and PTA will address contingency needs if and when they develop.

**Site Committee Representatives:**

Parents/Community	Staff
(Chair): Linda Carr	(Principal): Katia Hazen
(Co-Chair, if applicable): Debbie Taylor	(Teacher): Leila Clark-Riddell
Josh Chisom	(Teacher): Jamie Davidson
Betsy Cory	(Teacher): Laura Takao
Sabrina Eyal	(Classified): Carol Perez
Eric Greenwald	(Teacher): Ted Watson
Julie Rappaport	
Stephanie Upp	

BSEP Planning & Oversight Committee Representative:

Josh Chisom

Stephanie Upp

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

Fani Garagouni

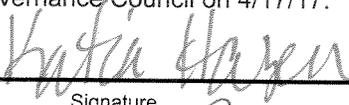
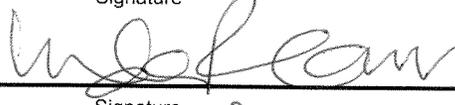
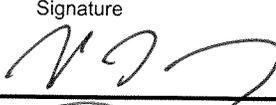
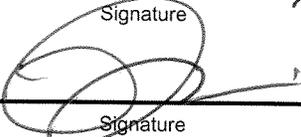
## II. Recommendations and Assurances

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

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

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 4/17/17.
8. This school plan was adopted by the School Governance Council on 4/17/17.

Katia Hazen Principal	 Signature	4/17/17 Date
Linda Carr School Governance Council Chair	 Signature	4/21/17 Date
Patricia Saddler Director, Special Programs and Projects	 Signature	6/14/17 Date
Natasha Beery Director, Berkeley Schools Excellence Program	 Signature	6/09/17 Date
Pasquale Scuderi Assistant Superintendent, Educational Services	 Signature	JUN 13 2017 Date

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

Our mission at Washington Elementary is to provide an engaging and supportive learning environment that encourages individual academic achievement, collaborative problem solving, and respect for all people.

Through staff commitment and collaboration and family involvement, the Washington community will create a school environment that provides equal access to education, programs, and materials for all children, eliminates biases and celebrates differing cultural perspectives and experiences, and fosters a lifelong love of learning.

## IV. School Profile

### Washington's Context

Washington Elementary School is a vital and diverse student community, comprised of many cultures and 18 different languages. Washington is located in the heart of Berkeley, blocks from downtown Berkeley and across the street from Berkeley High School. This location affords the school many benefits, like being able to walk to Cal Performance events on the UC Berkeley campus, collaborations with Berkeley High and Cal students, and the help provided by many volunteers. In recent years we have seen the enrollment of our school rapidly grow, and currently we have about 470 students. Three second grades, two third grades and two fifth grade classes are in the portable bungalows across McKinley Avenue from the main campus. We have 14 classrooms in the main building, a flex room for science, another for special education, and a half size room for intervention and literacy.

### Intervention Programs:

The Coordination of Services Team meets weekly to review data, case manage and discuss intervention activities and groups. The intervention team combines all intervention referrals to provide a unified approach to student support. Weekly meetings also produce guidance for classroom teaches, coordination of services including our family engagement coordinator, and referrals to the SST (Student Success Team) process. Washington has a well-established Intervention and Enrichment (I&E) time, 40 minutes, 4 days a week, for all students. I&E time is intended to be the time to provide intervention for ELD (English Language Development), reading, writing, math, or other curricular areas chosen by grade level teachers. It is also ideally used for special ed pullouts. The Rtl coordinator organizes the volunteers programs to be part of the systematic approach to intervention. As of March 2017, we provide extra support to about 155 students which is about 1/3 of the school's population.

### Washington's Enrichment Programs

While many school districts have cut enrichment programs, the Washington community has been able to maintain some of these programs through BSEP (Berkeley Schools Excellence Project) measure money, PTA fundraising, and special grants. Gardening is provided by the district and is taught by an instructional specialist along with the classroom teacher, based on state science standards. Washington PTA will fund a visual artist in residence to work with students in all grades. Music K-2 is supported by a grant through Crowden Music School and in grades 3-5 by the school district. All students participate in a school PE program twice a week. Every class visits the library weekly. Additionally, grants from Berkeley Schools Funds and other sources support additional enrichment programs for shorter sessions such as drama, drumming, hip hop dance, or movement.

### Before and After School Programs

Washington has two after school programs: Berkeley LEARNS and Berkeley Bears. LEARNS provides homework help and enrichment classes in subjects like arts, crafts, games, or drama, tutors, mentors, and buddy readers. BEARS also provides an after school program and additionally offers before-school/holiday child care for students in their program. Fee based Spanish classes provided through Classroom Matters are offered on a paid basis. We are still trying to expand LEARNS in partnership with PTA to accommodate parent demand for onsite after school enrichment and learning support.

### Washington Students and SEL (Social/Emotional Learning)

The Washington community values social emotional learning (SEL), a process for learning life skills, including how to recognize and manage emotions, develop empathy for others, and maintain positive relationships. By working on social emotional tools with students, teachers and staff help children develop skills that lead to greater success in school, and also assist them to become more caring, responsible, and concerned citizens. Washington also employs positive reinforcement to encourage good student behavior. Staff give out "Way to Bee" tickets for good behavior. Another important part of the SEL culture at Washington is weekly lunchtime recognition assemblies where "Super Rhinos, Heroes and Scholars" are celebrated in PowerPoint presentations in the cafeteria, based on narratives provided by teachers. We also have monthly assemblies (led by a different grade level each month) for the presentation and modeling of Social/Emotional concepts and skills.

In addition, our playground remodel in the summer of 2016 brought some new features: the Peace Path and the Buddy Bench. The Peace Path (stencil purchased from Soul Shoppe) is a step by step problem solving script spray painted directly on the ground in two locations of the playground. The PE teacher took each class through the process of walking the Peace Path with each other to resolve minor conflicts. Most students still require the support of adults to complete this process, but it has been remarkably successful in helping kids feel that they have a way to resolve minor conflicts with peers. All Teachers, Noon Supervisors and after school staff have been trained in helping kids walk the Peace Path.

When students complete the Peace Path, they "Shake hands and Leave in Peace". The Buddy Bench, a lovely teak bench located under the trees on the playground, was purchased with funding from the PTA. Students are taught that if they need a friend, or if they are looking to be a friend, they can go to the Buddy Bench and meet up.

During the 2016-17 school year, we maintained the practice of three parts of our SEL program: Class SEL meetings, Cross-Age Buddies, and Toolbox implementation. Teachers conduct regular class meetings to problem solve and teach listening skills and conflict resolution. Teachers also directly teach students how to give and receive "I Feel \_\_\_ Messages". The Buddy Classes program promotes cross-age activities, especially reading, to help children develop relationships with others not in their age group, to reduce fears of older children, and to promote mentoring of younger children. Washington continues to implement Toolbox, a school wide program to teach emotional literacy and self-regulation. All teachers were trained in this program, parent education was offered, and it is our goal to train classified staff as well. The PBIS committee (Positive Behavioral Intervention and Supports), comprised of Washington teachers and the district behavioralist, reviews our practices in this area and makes recommendation for refinements and enhancements of our SEL program based on review of office referral data.

#### PTA, SGC, and Parent Involvement

Washington Elementary enjoys an extremely high level of parental support and involvement. Our PTA produces vibrant and stimulating monthly meetings, sometimes focused on business and sometimes on parent education. Additionally the PTA does fundraising to support arts enrichment classes such as visual arts and movement classes, supplies and field trips. The SGC is a functioning governance group; this committee seriously addresses its responsibilities of data review, program monitoring, developing the safety and site plans, and giving voice to parents in the management of the school.

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

### **A. Data Analysis**

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

Washington also analyzes Office referrals which provide more detailed data which help us track individual students and the demographic trends of the school's actions.

### **B. Surveys**

The SGC, the PTA, and the faculty held a series of meetings throughout the year to both share and collect information and feedback about our current program. This began in November with Math Night, led by our new Math Coach and attended by over 30 families. It continued in January with Literacy Night, led by our literacy coaches and interventionists and also supported by Experience Corps and the Jewish Coalition for Literacy, who led children's activities while families met with teachers. This series culminated in March with a Needs Assessment/Family Engagement meeting on a Saturday that included an art project for children while families were engaged in small group discussions led by facilitators from SGC, PTA, AAUG and ELAC on how to increase family involvement to improve Washington. Over 50 adults participated in small group discussions focused on improving Washington. The responses were assembled, prioritized and made into recommendations for the upcoming year. These meeting had a two-fold purpose: to gather input from the community about our programs and to provide a forum to build community. The PTA president, SGC chair and the principal met monthly or more during the 2015-16 school year. Our intention is to have a review with such a wide scope about every two years; thus we are using the results from that effort to inform this year's plan also. Washington sent home a paper version of the district survey and also promoted the online version of the survey. The survey focused on academic proficiency, closing the achievement gap, school climate, and parent involvement.

In the spring of 2016 the SGC reviewed the results of the survey for alignment to site plan, and shared the results with the larger community in partnership with the PTA.

There was also a staff meeting devoted to program design as well as a survey given to staff that focused on rating current programs in terms of their value and their effectiveness and on prioritizing spending for next year. Staff also identified areas of priority for professional development.

### **C. Classroom Observations**

The school principal observes classrooms daily. The bi-yearly teacher observation process involves teacher goal-setting/plans and principal observation, collaboration, and evaluation.

In the classroom, all students are taught with specific District-mandated curriculum, including The Story of Units Mathematics from NY Engage, and TCRWP (Teachers' College Reading and Writing Program) for reading and writing and English Learner curriculum,. All students engage in standards'-based Science curriculum, whether it is with a Science Release teacher, classroom teacher using FOSS kits, or gardening.

In addition, all students are taught with the school-site CARE plan. (Collaborative Active Research for Equity). This plan integrates equity trait teaching, teacher action research, engagement protocols, student assessment, thematic integration, differentiation, and enhanced practices for language development into a comprehensive plan. Teachers are released from the classroom twice a year to plan an equity-focused lesson, observe each other teaching and give each other specific feedback on the 4 engagement protocols: High Help/High Perfectionism; Opt In-Creating Scholars; Bringing Home Cultures into the Classroom and Multiple Perspectives

All teachers plan and integrate discipline/school climate protocols. These include PBIS practices (positive behavior intervention & supports) and COS Team/RTI supported, teacher-led student individual and whole-class plans. In addition, all classrooms teach Welcoming Schools and Toolbox curriculum, learning how to treat everyone with respect, resolve interpersonal conflicts, and self-regulate emotions and behavior.

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

Use of state and local assessments to modify instruction and improve student achievement:

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

Local assessments in reading, math, and writing guide instruction. Reading Tests, given 3 times yearly, record student decoding, comprehension and fluency levels. Assessments for spelling (BEAR, DOLCH), and reading (Running Records), and math are also used to assess student performance. These are administered on an ongoing basis, and the results are used to provide teachers with data to revise lesson goals and individualize learning. The Literacy Coach works with teachers to assess and provide timely reading/writing data. Local math assessments are given at the end of each module of study.

State assessments identify student proficiency and provide data for analysis of effective instructional practice. The Smarter Balanced Assessments (SBA) given in the spring of 2016 are adaptive online tests and results will be used to analyse student progress. The CELDT (California English Language Development Test) is administered to all EL (English Learner) students each fall to provide information on their academic progress. The EL Accord Test is administered more than once a year to assess progress. Student assessments guide the individualized development of curriculum units, instruction, and strategies. Literacy assessments help decide on proficiency levels for Intervention groups. Staff meetings and whole day grade-level meetings are provided for teachers to study assessments, develop backwards planning, and work on specific plans for targeting low achieving students.

In addition every teacher formally plans and assesses their own teaching plans and delivery. Each teacher is formally observed by the principal, and mentored by at least two other staff members for equity strategies.

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

In addition to SBA Scores, district assessment data is used to analyze the current instructional program. See Appendix H for more details.

## VI. Description of Barriers and Related School Goals

- Significant work remains in closing the achievement gap. We need to expand the responsibility of equity conversations from a small group of concerned teachers to all teachers, parent/guardians and both classified and credentialed staff. We currently have no paid professional development time that includes all of the classified and certificated staff at a school site, making a coherent and comprehensive implementation of site-wide cultural shift extremely challenging. Often classified staff such as Noon Supervisors and Cafeteria Managers are key culture holders - there is no paid training time for such staffers, which leaves vital personnel out of the loop.
- We believe that increased family involvement leads to greater student academic achievement. Washington needs to develop family partnerships with students of color in order to develop explicit, specific achievement goals and a network of emotional support. Our PTA collaborated with teachers to present a series of family education and engagement workshops and has continued conversations around equity, racism and community building. Our AAUG (African American Unity Group) has struggled to have sufficient membership this year to send a representative to the PTA, even though AAUG has a Board seat.
- Time on Task (Student Extended Day) and Increased Teacher Collaboration-Research shows that the time spent on academic study is in direct proportion to student learning. Teachers will teach the Lucy Calkins Reading and Writing program and A Story of Units from NY Engage. An added I&E period adds and strengthens individual student learning. All grade 1-5 students, divided into small groups, daily receive an extra 40 minutes of guided reading or EL instruction with a classroom, RTI teacher, or Literacy Coach.
- Discussion of time-on-task research also highlights the information that more classroom academic time must be tightly structured. Student transition time needs to be completed quickly and efficiently including coming in from the yard in the morning and after each recess. Teachers must ensure that all students are engaged by providing differentiated lessons when possible and by using engagement strategies aligned with the Common Core. Paid time to train targeted teachers in effective instructional strategies from D. Lemov, H. Wong, R. Marzano, G. Wiggins and others would allow for rapid improvement.
- More structured time for teacher collaboration for performance is optimal. Currently, teachers meet with their grade level teams four hours a month to plan instruction. The focus is too often not on using data to inform instruction to improve student performance, but rather addressing logistics of planning joint field trips, homework packets, etc. There needs to be additional resources, especially for k-3 teachers, to support the implementation of Professional Learning Communities. One way this could be achieved would be to partner with PTA to provide credentialed teachers for PE, Visual Arts, Technology, Movement or other enrichment classes where teachers are currently required to remain with their classes.
- We will pilot Caring School Communities (CSC) in approximately 5 classrooms, a SEL (Social Emotional Learning) program that focuses on classroom meetings, buddy classes and Home-school connections to help students increase emotional intelligence, learn social skills, and achieve a sense of purpose, belonging and insight. We will continue to implement Toolbox (for emotional literacy and self-regulation), a cross-age buddies program to develop interpersonal skills, and regular class meetings to explicitly teach conflict resolution and restorative practices. We lack the funding to provide paid training for teachers in CSC, as well as funding to provide materials for all teachers at Washington.
- Washington has a licensed therapist coordinating services for our students. We have a counselor from Child Therapy Institute of Marin. We are still not able to meet the needs of all children who need coaching and support in interpersonal skills, self management and pragmatic social skills.
- More positive family connections would enhance teaching practices, and parent involvement would positively encourage student academic achievement. Students' lives are often burdened by personal trauma or instability. To help with these needs we will have support from a counselor, and Coordination of Services team will collaborate to design a plan of intervention for those who need it. Washington has a .4 FTE Family Engagement employee to help connect to families and support struggling students.
- English Learner students comprise about 15% of our population. We have a well functioning ELAC attended by the ELD teacher, Family Engagement Coordinator and the principal that meets monthly to share important information

with EL parents, answer questions and orient families of English Learners to BUSD. This stretches the resources of our .6 FTE English Language Development teacher very thin.

- More support in the classroom-Teachers need more adults in the classroom during Reading, Writing, and Math. We have developed relationships with a great variety of volunteer tutoring organizations (SAGE, JCL, CAL) parent volunteers, RTI Team members, and Student Teachers have provided us with help, but additional knowledgeable support adults would be optimal. In addition, the highest quality volunteers we have found, Experience Corps Bay Area (composed of retired adults who are trained to work with k-3 students) often require a school to contribute funds to receive volunteers.
- We believe in placing the highest skilled personnel with the highest need students. Funds to pay teachers trained in LLI (Leveled Literacy Intervention) after school reading intervention groups at least 3 days a week for periods of 8 weeks at a time would be an optimal use of both funds and talent. Development and continuance of after-school reading programs will need financial support to pay trained literacy tutors. We have deployed our reading coaches to train the after school staff in leading effective silent reading periods after school, and will continue to use our coaches to improve the quality of after school instruction.
- It would be optimal to engage parents in a structured plan to set goals for student academic achievement and to celebrate volunteer/parent/student success. One way to accomplish this would be to have paid time to train teachers in leading fall goal-setting conferences, where specific goals in reading, writing, spelling and math are set with students and parents at the fall report card conference. Progress benchmarks in January and the March reporting period would be closely monitored and celebrated or more intensive support added, as appropriate.

#### Local Control and Accountability Plan (LCAP)

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

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

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

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

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

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

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

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

#### Section 1: Stakeholder Engagement

The first section of the Plan provides an overview of the stakeholder engagement process used to inform the development of the LCAP, as well as a reflection on how community input informed the LCAP. It is through the engagement of

representatives from all of the district's stakeholders, and review of district data on student achievement and outcomes, that a need profile was developed.

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

Our Students Need:

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

### 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	89	80	82	69	81	69	92.1	86.3
Grade 4	71	86	70	81	70	80	98.6	94.2
Grade 5	87	76	83	71	82	71	95.4	93.4
Grade 7								
All Grades	247	242	235	221	233	220	95.1	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	2454.1	2469.4	41	48	16	23	22	10	20	19
Grade 4	2500.4	2490.3	43	35	20	25	16	16	21	24
Grade 5	2544.8	2550.2	43	44	25	28	13	11	17	17
All Grades	N/A	N/A	43	42	20	25	17	13	19	20

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	38	46	38	30	21	23	
Grade 4	43	34	36	40	21	26	
Grade 5	40	45	39	39	18	15	
All Grades	40	41	38	37	20	22	

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	36	46	41	36	21	17
Grade 4	27	34	56	49	16	18
Grade 5	46	45	37	38	16	17
All Grades	37	41	44	41	18	17

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	32	30	54	65	12	4
Grade 4	31	25	56	63	13	13
Grade 5	29	34	50	54	20	13
All Grades	31	30	53	60	15	10

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	40	51	42	33	16	16
Grade 4	31	31	36	53	11	16
Grade 5	49	51	40	41	11	8
All Grades	40	44	39	43	13	14

**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	89	80	83	70	83	70	93.3	87.5
Grade 4	71	86	69	82	68	82	97.2	95.3
Grade 5	87	76	85	74	85	74	97.7	97.4
All Grades	247	242	237	226	236	226	96.0	93.4

\* 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	2459.7	2473.8	36	33	28	36	16	20	20	11
Grade 4	2517.5	2496.6	42	30	22	29	25	22	10	18
Grade 5	2558.5	2562.3	48	53	14	14	20	19	18	15
All Grades	N/A	N/A	42	38	21	26	20	20	16	15

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	42	49	39	37	18	14	
Grade 4	56	49	19	23	25	28	
Grade 5	51	58	25	22	25	20	
All Grades	49	52	28	27	22	21	

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	43	40	35	47	20	13
Grade 4	43	32	38	51	19	17
Grade 5	48	41	32	38	20	22
All Grades	45	37	35	46	20	17

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	45	43	36	44	18	13
Grade 4	46	38	34	41	21	21
Grade 5	44	38	35	42	21	20
All Grades	44	39	35	42	20	18

**Conclusions based on this data:**

- 1.

VII. School and Student Performance Data (continued)

**Table 2a - Title III Accountability (Washington Elementary School)**

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	38	29	31
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	38	29	31
Number Met	27	17	18
Percent Met	71.1%	58.6%	58.1%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	No	No

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	38	10	42	4	51	4
Number Met	13	--	7	--	10	--
Percent Met	34.2%	--	16.7%	--	19.6%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	--	No	--	No	--

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

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
<b>K</b>		***				***		***							***
<b>1</b>	33	25		17		14	50	25	43		50	43			
<b>2</b>		17	25	25	33	25	75	33			17	25			25
<b>3</b>	25		14	13		29	25	***	43	38	***	14			
<b>4</b>	29	11		43	11	25	14	44	75	14	11			22	
<b>5</b>	15	50		54	25	57	31	25	43						
<b>Total</b>	21	21	6	34	14	32	34	41	39	11	17	16		7	6

## 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 grade level reading targets. 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. Professional Learning Community <ul style="list-style-type: none"> <li>Literacy Coaches will lead staff development and model guided reading, TCRWP Writing, and effective Language Arts Teaching in all K-5 classrooms.</li> <li>Staff development for the implementation of differentiated instruction and universal access strategies in the curriculum to support, engage and challenge the range of students in each classroom.</li> <li>Teachers will collaborate weekly in grade-level teams to evaluate student progress, discuss student needs and supports, and develop standards-based strategies and lessons for the Core Curriculum.</li> <li>Monthly, Response To Intervention (RTI) coach and K-5 teachers will assess data and plan curriculum in connection to the progress evident on the reading and writing assessments.</li> <li>All students will participate in a weekly library program.</li> </ul>	September 2017- June 2018	1102 Certificated Monthly	.50 FTE Lit Coach (.25 District, .20 LCAP, .05 BSEP site)	BSEP	5,200
		1102 Certificated Monthly	.50 FTE Lit Coach/TSA (.30 District, .20 Title I )	Title I A - Basic Funding	17,060
		1116 Certificated Hourly	Subs	BSEP	2,000
		4380 Other/Reserve	Personnel Variance	Title I A - Basic Funding	1,500
		1102 Certificated Monthly	Additional FTE for Literacy Intervention	BSEP Carryover	5,000
2. Academic Teaching Practices Literacy: <ul style="list-style-type: none"> <li>A .6 FTE Literacy Intervention Specialist will provide additional literacy intervention Support for children performing below grade level as determined by assessments in BUSD literacy programs.</li> </ul>	September 2017- June 2018	1102 Certificated Monthly	.40 FTE Rtl TSA (LCAP)	District Allocation	
		1102 Certificated Monthly	.60 FTE Rtl TSA (.40 BSEP, .20 LCAP)	BSEP	36,135



### Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>3. Extended Learning Opportunities</p> <ul style="list-style-type: none"> <li>• After school teacher-led small Guided Reading/ Literacy group instruction for EL students</li> <li>• After school teacher-led LLI intervention for targeted students</li> <li>• After school LEARNS-Homework Centers and Reading intervention.</li> <li>• During the school day continue and expand Volunteer services to meet the needs of underperforming children.</li> <li>• After-school UC Berkeley BUILD tutors for students and provide them with basic literacy training</li> </ul>	September 2017-June 2018	<p>5800 Contracted Services (inc software subscriptions 1116 Certificated Hourly</p>	<p>BUILD Program Tutors - LEARNS Extended Day Academic Intervention</p>	<p>Other District Allocation</p>	<p>2,500 9,025</p>
<p>4. Instruction and Materials</p> <ul style="list-style-type: none"> <li>• Instruction of all students requires materials and supplies. While some are supplied by BUSD, there is a need for additional funding for necessary classroom supplies.</li> <li>• Specific materials for phonics, fluency, spelling, and comprehension instruction will be used and purchased for student and teacher use, including Teacher's College Reading and Writing and BEAR spelling materials.</li> <li>• Fountas and Pinnell intervention reading and assessment programs (LLI) will support language arts groups.</li> </ul> <p>*When possible, Handwriting Without Tears materials will be purchased</p>	September 2017-June 2018	<p>4300 Materials and Supplies 4300 Materials and Supplies</p>	<p>Instructional materials for curricular programs Instructional materials for curricular programs</p>	<p>BSEP BSEP Carryover</p>	<p>8,200 5,000</p>

## VIII. Planned Improvements in Student Performance (continued)

### Goal #2: Cultural and Linguistic Responsiveness

#### LCAP Goal:

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

#### Student groups and grade levels to participate in this goal:

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

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

#### Anticipated annual performance growth for each group:

2.1 Reduce the number of students with ten or more total absences by 10% of the 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 (AMA01, AMA02)  
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. Professional Learning Community: CARE (Collaborative Action Research for Equity)</p> <ul style="list-style-type: none"> <li>Teacher teams collaborate on observation, coaching, and planning for the development of engagement and strategies to improve achievement of African American and Latino students. (3 staff development days a year)</li> <li>Grade-level target student assessment of African American/Latino student work samples, at least 4 times yearly.</li> <li>Continuous staff development and communication to develop best practice strategies for everyone working with students through the weekly meeting of the Intervention Team to identify academic, social, emotional, and health needs of all students at the first sign of academic struggle or need.</li> <li>School Service Assistant and Family Engagement Coordinator will monitor attendance, contact families, send letters, assist with student behavior support, and host parent/school SARC meetings.</li> <li>Twice yearly Snapshot meetings with every K-5 teacher to review student caseloads, devise positive student strategies and support families.</li> </ul>	September 2017- June 2018	1116 Certificated Hourly	Substitute teachers to cover classes during CARE/Equity/Snapshot days	BSEP Carryover	4,000
		4380 Other/Reserve	Professional Development (Subs / Travel & Conference / Certificated Hourly)	Title I A - Basic Funding	5,682
		5200 Travel and Conference	Professional Development	BSEP Carryover	2,000
<p>2. Teaching Practices</p> <ul style="list-style-type: none"> <li>An instructional specialist will provide weekly physical education classes for physical skills, games/social skills, leadership, and endurance during and after school</li> <li>Each K-5 teacher will plan, write, teach, and share three culturally relevant teaching lessons and assessments to maximize protocols and academic success for African American/ Latino students, which will be observed by grade level</li> </ul>	September 2017- June 2018	2102 Classified Monthly	1.0 FTE PE Instructional Specialist (.15 BSEP, .58 PTA, .27 After school Fees - LEARNS)	BSEP	14,300
		2102 Classified Monthly	1.0 FTE PE Instructional Specialist (.15 BSEP, .58 PTA, .27 After school Fees - LEARNS)	PTA	55,200
		5800 Contracted Services (inc software subscriptions)	Art Instructors	PTA	23,825

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>team members during "CARE Release Days".</p> <ul style="list-style-type: none"> <li>• Classroom teachers develop and execute daily 30 minute EL lessons for CELDT 4-5 level second language students.</li> <li>• Each teacher will attend Cultural Competency Foundations Academy as provided by BUSD.</li> <li>• All teachers will present daily lessons in culturally relevant ways.</li> <li>• Every K-5 teacher will implement Toolbox curriculum, class meetings, and Buddies Activities.</li> <li>• Teachers will pilot Caring School Communities curriculum, which teaches how to establish effective classroom meetings, partner with buddy classes and involve families in classroom learning</li> <li>• Provide Universal breakfast---healthy food for morning break</li> <li>• Provide healthy food choices at lunchtime</li> <li>• Provide high-interest classes to complement academic subjects:               <ul style="list-style-type: none"> <li>• Music class-Certificated music teacher-grades 3-5, BUSD funded</li> <li>• Contracted music instructor-grades K-2: grant funded</li> <li>• Art class-K-5 with one instructor; K-3 will receive weekly sessions and 4-5 will receive bi weekly sessions.</li> <li>• Field trips-Classroom trips to complement classroom teaching will be consistent throughout a grade level</li> </ul> </li> <li>• Teachers will use English Learner materials and curriculum in classrooms daily.</li> <li>• PBIS (Positive Behavior Intervention Systems) for development of protocols and materials for</li> </ul>		<p>5800 Contracted Services (inc software subscriptions</p> <p>5800 Contracted Services (inc software subscriptions</p>	<p>Art Specialist for K-5 (\$7,000 Arts Anchor)</p> <p>Movement</p>	<p>Other</p> <p>PTA</p>	<p>7,000</p> <p>9,700</p>

### Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>discipline and positive climate</p> <ul style="list-style-type: none"> <li>Students of color will be invited to share their experience and be heard in a regular after school meeting facilitated by staff with the goal of providing a safe and empowering space that will inform efforts on closing the opportunity gap.</li> </ul>					
<p>3. Extended Learning Opportunities</p> <ul style="list-style-type: none"> <li>Berkeley Learns will provide a variety of culturally-rich after-school classes.</li> <li>Learns will use Chromebooks so that students can practice keyboarding and access online learning sites.</li> <li>PTA will consider making a direct donation to Learns to support high quality enrichment classes.</li> <li>Provide Cultural Assemblies throughout the school year</li> <li>Provide healthy snacks, experiences during the after-school program.</li> <li>Provide gardening and health-related after-school classes</li> </ul>	September 2017- June 2018	5800 Contracted Services (inc software subscriptions	Whole school Cultural Assemblies	PTA	3,000
<p>4. Instruction and Materials</p> <ul style="list-style-type: none"> <li>Provide supplies to art specialists</li> </ul>	September 2017- June 2018	4300 Materials and Supplies		PTA	2,500

## 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  
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  
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. SEL (Social/Emotional Learning)</p> <ul style="list-style-type: none"> <li>• Counselors or other providers will support students in need of counseling.</li> <li>• Positive community building through use of the the Positive Behavior Systems' strategies: awards, discipline plans, themes, contests, assemblies, and assessment</li> <li>• Develop and implement Buddies Classes for explicit teaching of cross age social skills.</li> <li>• Continuous staff development and communication to develop best practice strategies for everyone working with students through PBIS, RTI, and Coordination of Services Team to identify social, emotional, health, and academic needs of all students at the first sign of academic struggle or need.</li> <li>• BUSD has purchased the program Toolbox. All teachers will continue to be trained in its implementation.</li> <li>• Teachers will guide their classes in participating in Buddy Classes activities to teach cross age social skills.</li> <li>• Teachers will implement regular class meetings to explicitly teach social/emotional skills and restorative practices such as emotional literacy and conflict resolution.</li> <li>• Caring School Communities - Washington will pilot this SEL program with at least 5 classrooms to improve efficacy of class meetings, buddy class activities and home-school connections.</li> </ul>	<p>September 2017- June 2018</p>	<p>5800 Contracted Services (inc software subscriptions)</p> <p>5800 Contracted Services (inc software subscriptions)</p> <p>5800 Contracted Services (inc software subscriptions)</p>	<p>Counselor - Child Therapy Institute of Marin (\$20K total, \$3K BSEP, \$12K LCAP, and \$5K City of Berkeley)</p> <p>Counselor - Child Therapy Institute of Marin (\$12K LCAP)</p> <p>Counselor - Child Therapy Institute of Marin (\$5K City of Berkeley)</p>	<p>BSEP</p> <p>District Allocation</p> <p>Other</p>	<p>3,000</p> <p>12,000</p> <p>5,000</p>

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>2. Build community through collaborative parent/teacher plans and identify and celebrate student academic goals and achievements.</p> <ul style="list-style-type: none"> <li>School-sponsored events: Back-to-School Night, Open House, Conference days, performance nights, Talent show, volunteer orientation, Kindergarten tours and information evening, SST meetings for struggling students, teacher communication in newsletters and emails, principal's newsletter and accessibility.</li> </ul>	September 2017- June 2018	4380 Other/Reserve	Parent Involvement	Title I A - Parent Involvement	610
<p>3. •PTA-sponsored events: New Family Welcome Picnic, Kindergarten play dates, Science Night, Black History Celebration, African American Unity Meetings, Saturday BBQ. PTA room parent coordinator, Outdoor Learning Project, Childcare, graduation, Puberty Ed, fundraising events which build community connections (Walkathon, Readathon, and Benefit Auction), and monthly assemblies for students focused on health, science, the arts, or cultural topics.</p>	September 2017- June 2018	4380 Other/Reserve		PTA	21,500
<p>4. •Welcoming Japanese volunteers who work with students in various ways to improve cultural knowledge and connections.</p>	September 2017- June 2018				
<p>5.</p> <ul style="list-style-type: none"> <li>Communicate and discuss school PBIS programs, safety plans, and school rules with students and parents. Include parents in activities to recognize and motivate students.</li> <li>Provide all students and families with an Anti Bullying Pledge to be reviewed and signed each year, detailing responsibilities and expected actions for establishing and maintaining a bully-free environment.</li> <li>Continue assemblies led by grade levels for building positive school culture and other SEL goals. (Included in grant application for partnership with East Bay Community Music Project)</li> <li>Weekly lunchtime recognition presentations of "Super Rhino Heroes &amp; Scholars" with short narratives contributed by teachers of actual student pro-social and academic actions in the</li> </ul>	September 2017- June 2018				

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

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
classroom.					
6. Direct Classroom funding support: for teachers to use for books, materials, supplies, and special projects not otherwise funded through BUSD.	September 2017- June 2018	4300 Materials and Supplies	additional classroom funding for misc expenses.	PTA	32,500

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

**Total Allocations and Expenditures by Funding Source**

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>
Title I A - Basic Funding	24,242	0.00
Title I A - Parent Involvement	610	0.00
BSEP	123,165	0.00

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
BSEP	123,165.00
BSEP Carryover	16,000.00
District Allocation	21,025.00
Other	14,500.00
PTA	148,225.00
Title I A - Basic Funding	24,242.00
Title I A - Parent Involvement	610.00

## Appendix B - Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1102 Certificated Monthly	112,770.00
1116 Certificated Hourly	15,025.00
2102 Classified Monthly	69,500.00
4300 Materials and Supplies	48,200.00
4380 Other/Reserve	34,247.00
5200 Travel and Conference	2,000.00
5800 Contracted Services (inc software subscriptions)	66,025.00
5800: Contracted Services	0.00

## 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	90,710.00
1116 Certificated Hourly	BSEP	2,000.00
2102 Classified Monthly	BSEP	14,300.00
4300 Materials and Supplies	BSEP	8,200.00
4380 Other/Reserve	BSEP	4,955.00
5800 Contracted Services (inc software	BSEP	3,000.00
1102 Certificated Monthly	BSEP Carryover	5,000.00
1116 Certificated Hourly	BSEP Carryover	4,000.00
4300 Materials and Supplies	BSEP Carryover	5,000.00
5200 Travel and Conference	BSEP Carryover	2,000.00
1116 Certificated Hourly	District Allocation	9,025.00
5800 Contracted Services (inc software	District Allocation	12,000.00
5800 Contracted Services (inc software	Other	14,500.00
5800: Contracted Services	OTHER	0.00
2102 Classified Monthly	PTA	55,200.00
4300 Materials and Supplies	PTA	35,000.00
4380 Other/Reserve	PTA	21,500.00
5800 Contracted Services (inc software	PTA	36,525.00
1102 Certificated Monthly	Title I A - Basic Funding	17,060.00
4380 Other/Reserve	Title I A - Basic Funding	7,182.00
4380 Other/Reserve	Title I A - Parent Involvement	610.00

## Appendix D - Summary of Expenditures in this Plan

### Total Expenditures by Goal

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	145,950.00
<b>Goal 2</b>	127,207.00
<b>Goal 3</b>	74,610.00
<b>Goal 4</b>	0.00

## BUDGET SUMMARY 2017-18

Washington (121)	Obj Code	BSEP Site Funds Resource 0852		Title I Resource 3010		LCAP Resource 0500		PTA Resource 9110 (DDF 906)		Other Resources		Sum of FTE
Budget Item		BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	
Literacy Coach	1102	5,200	0.05				0.20				0.25	0.50
Literacy Coach/TSA	1102			17,060	0.20						0.30	0.50
Rtl TSA	1102						0.40					0.40
Rtl TSA	1102	36,135	0.40				0.20					0.60
ELD Teacher	1102						0.60					0.60
Math Coach	1102	49,375	0.50									0.50
Teacher Hourly - Subs	1103	2,000										
Extended Day Academic Intervention	1116					9,025						
Instructional Specialist - PE	2182	14,300	0.15					55,200	0.58		0.27	1.00
Materials & Supplies	4300	8,200										
Parent Involvement	4380			610								
Professional Development	5200			5,685								
Field Trips	5711											
Contracts - Art	5800							4,950		2,000		
Contracts - Art	5800							18,875		5,000		
Contracts - Movement	5800							9,700				
Contract (CTI)	5800	3,000				12,000				5,000		
Contract (BUILD)	5800									2,500		
<b>Unallocated Reserve</b>		4,955		1,497								

<b>Total Expenditures</b>	123,165	24,852	21,025	1.40	88,725	14,500
<b>Revenue Allocation</b>	123,165	24,852				

### Carryover Priorities

Additional FTE for Literacy Intervention	5,000
Professional Development	2,000
Materials and Supplies	5,000
Teacher Hourly - Subs	4,000
<b>Total Carryover Priorities</b>	<b>16,000</b>