

# The Single Plan for Student Achievement

## LeConte Elementary School

School Name

01-61143-6090278

CDS Code

Date of this revision: 05/12/2017

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:

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## Berkeley Unified School District

School District

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

# I. Consolidated School Plan for Educating The Whole Child

<b>School Name:</b> LeConte Elementary School	<b>School Year:</b> 2017-2018
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**Summary of School Goals:**

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

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

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

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

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

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

**Site Committee Representatives:**

Parents/Community	Staff
(Chair): Grace Kong	(Principal): Veronica Valerio
(Co-Chair, if applicable): Humberto Reyes (Parent)	(Teacher): Yusef Auletta
Ludozic Blaine (Parent)	(Teacher): Lucero Lupercio
Robert Collier (Parent)	(Teacher): Silvia Torres
Denise Dafflon (Parent)	(Classified): Estella Sisneros
Corynne Escalante (Parent)	Certificated: Rachel Larson
August Fern (Parent)	
Rebecca Hooley (Parent)	

BSEP Planning & Oversight Committee Representative:

Byron Pakter

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

Denise Dafflon

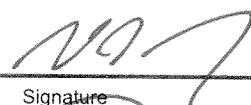
**II. Recommendations and Assurances**

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

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

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

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on .
8. This school plan was adopted by the School Governance Council on 4/29/2016.

Veronica Valerio Principal	 Signature	5-8-17 Date
Grace Kong, Humberto Reyes (Parent) School Governance Council Chair	 Signature	5-8-17 Date
Patricia Saddler Director, Special Programs and Projects	 Signature	6/14/17 Date
Natasha Beery Director, Berkeley Schools Excellence Program	 Signature	6/14/17 Date
Pasquale Scuderi Assistant Superintendent, Educational Services	 Signature	JUN 13 2017 Date

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

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

At LeConte, we celebrate the uniqueness of our students, families, and staff and seek to create a Spanish-English bilingual interconnected community.

The LeConte community focuses on language learning and fully developing ourselves as human beings. LeConte students are confident, bilingual, bi-literate learners growing as a community of happy and productive global citizens. Students learn academic standards through fun, integrated curriculum and real-world applications developed collaboratively by LeConte teaching teams. Our education includes frequent interactions with nature and practice in visual and performing arts. Teachers have autonomy and are empowered to design and deliver differentiated, developmentally appropriate instruction guided by standards and student needs. Families are integral and valuable partners in the LeConte community.

LeConte is a safe, clean, beautiful environment in which students learn, create, play, and cooperate everyday. All indoor and outdoor spaces are thoughtfully designed to facilitate children's exploration and growth of their multiple intelligences.

#### **IV. School Profile**

For additional school facts and information, please view the attachment titled: LeConte School Information Sheet 2015-16.docx

LeConte has an enrollment of approximately 366 students. Seventeen classroom teachers and about 40 staff who provide support services that include but are not limited to intervention/tutoring, reading instruction, counseling, occupational and speech therapy, after school activities, etc. Of the approximately 366 students, 15% are African-American, 4% are Asian, 48% are Hispanic or Latino, 21% are White, and 10% are two or more races/other. The ethnic diversity of the school contributes greatly to its linguistic diversity. There are students who speak Arabic, Chinese, French, Japanese, Korean, Norwegian, Spanish, Urdu and Swedish. Because LeConte has such a range of learners, teachers are trained to teach the Common Core State Standards in Literacy and Math, and provide English Language Development instruction to all students. All students, regardless of physical, social, or cognitive differences, are fully included in the regular education classes.

LeConte is slated to be the only elementary school in BUSD that offers the Two Way Immersion (TWI) program in Spanish and English which means we will host students and families from the various zones in BUSD. While our communities have embraced both programs, it is a community in transition. LeConte has embraced the challenge of balancing the needs of students enrolled in the two way immersion program and the English only program as it gradually transitions into a full a two way immersion program. Traditionally there are three classes of students per grade level, kindergarten through third. Therefore, during the 2017-18 year all kindergarten, first, second third and fourth grade classrooms will serve students enrolled in two way immersion classes, and 5th grade will have the last remaining English only track of students. LeConte will host one Transitional Kindergarten Two Way Immersion class and one English only Transitional Kindergarten class. Students and families enrolled in the Transitional Kindergarten classes at LeConte will have to re-apply for Kindergarten placement in programs throughout BUSD. Unlike most BUSD elementary schools, LeConte has traditionally enrolled a high percentage of students whose families qualify for free or reduced lunch which is 32% this year. Therefore, the school relies heavily on its PTA to raise funds that are used to provide additional instructional materials, professional development for teachers, supervision, student incentives, field trips etc.

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

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

### **A. Data Analysis**

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

### **B. Surveys**

The 2017 LeConte Family Survey (written in English and Spanish) was made available to families through an online service (Monkey Survey) to parents/guardians. 120 completed surveys were returned; this amount represents the highest number of surveys completed by our families enrolled at LeConte. This year, LeConte SGC members created the survey and made it available to families online only which impacted the number of parents participating in the survey.

### **C. Classroom Observations**

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

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

Student writing is posted in all classrooms and maintained in student folders in most classrooms. All teachers have a record of the students' writing progress overtime. Classroom teaches display student work throughout the hallways and display work inside the classrooms.

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

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

Local and national assessments provide data to determine student mastery of Common Core State Standards and drive instructional practice to meet student's needs. Each fall, winter and spring BUSD K-5 teachers give a battery of assessments to monitor the development of the core areas of literacy including reading, writing and spelling. These formative assessments provide classroom and intervention teachers a window into a child's literacy and math development so that the teachers can use the information to modify instruction based on student needs during the course of the year. Local assessments in reading and writing guide instruction. Reading assessments are administered as frequently as needed to monitor students' comprehension and fluency levels. Assessments for spelling (BEAR, DOLCH), reading (Running Records), and math are also used to document student performance. They are administered on an ongoing basis, and the results are used to provide teachers with data to revise lesson goals and individualize learning. The Literacy Coach has been instrumental in guiding teachers' ability to develop goals and monitor the progress of targeted students; students who need most support with mastering grade level standards.

The California English Language Development Test (CELDT) is administered to all English learners each fall to assess their level towards becoming proficient in English. During the 2017-18 academic year, English language learners will begin to take the English Learners Proficiency Assessment for California which will replace the CELDT to measure English proficiency. All teachers have used ADEPT to assess students English language proficiency or the Idea Proficiency Test (IPT) to assess students Spanish language proficiency as a progress monitoring tool. All assessments guide the individualized development of curriculum units, instruction, and strategies. Staff meetings and whole day grade-level meetings are provided for teachers to analyze student data, develop targeted plan lessons that are standards-based, and that support the need of every child. Local math assessments are given at the end of each module. Our Math Teacher Leader provides assistance to teachers and shares district level advances on the Math Common Core.

## VI. Description of Barriers and Related School Goals

FROM 2016 PLAN:

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

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

ADDED for 2017:

Local Control and Accountability Plan (LCAP)

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

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

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

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

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

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

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

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

### Section 1: Stakeholder Engagement

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

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

Our Students Need:

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

### Section 2: Goals and Progress Indicators

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

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

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

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

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

#### Actions that will IMPROVE and EXPAND service to students

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

#### LCAP Supplemental Funding Supports:

##### Actions that will provide NEW service to students

- v Provide trained English Language Development (ELD) teachers at every school site
- v Provide and support Rt12 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	60	48	58	44	55	42	96.7	91.7
Grade 4	47	61	44	59	44	54	93.6	96.7
Grade 5	51	48	47	44	45	42	92.2	91.7
All Grades	158	157	149	147	144	138	94.3	93.6

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2395.5	2418.3	24	33	9	10	17	24	45	33
Grade 4	2455.4	2432.4	27	19	23	17	11	19	39	46
Grade 5	2459.4	2506.0	6	24	19	33	32	7	38	36
All Grades	N/A	N/A	19	25	16	20	20	17	41	39

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	27	32	20	29	49	39	
Grade 4	23	25	39	39	36	35	
Grade 5	13	38	29	29	49	33	
All Grades	22	31	28	33	45	36	

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	16	25	31	35	45	40
Grade 4	25	17	43	37	27	46
Grade 5	13	33	49	43	36	24
All Grades	18	25	40	38	37	37

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	16	24	56	60	25	17
Grade 4	23	13	55	58	20	29
Grade 5	7	12	67	62	24	26
All Grades	15	16	59	60	24	24

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	18	17	38	54	40	29
Grade 4	27	14	25	55	23	31
Grade 5	20	29	62	48	18	24
All Grades	22	19	42	52	28	28

**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	60	48	59	45	57	45	98.3	87.5
Grade 4	47	61	44	60	42	59	93.6	96.7
Grade 5	51	48	48	45	46	41	94.1	93.8
All Grades	158	157	151	150	145	145	95.6	93

\* 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	2446.1	2454.0	29	36	24	22	20	27	24	16
Grade 4	2494.5	2482.6	20	25	39	20	20	27	16	27
Grade 5	2470.5	2512.1	13	24	6	29	33	20	44	27
All Grades	N/A	N/A	21	28	23	23	25	25	28	23

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	39	50	23	34	37	16	
Grade 4	40	34	31	32	29	34	
Grade 5	15	44	26	27	59	29	
All Grades	32	42	26	31	41	27	

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	35	38	32	36	33	27
Grade 4	21	27	57	44	21	29
Grade 5	13	15	41	51	46	34
All Grades	24	27	42	43	34	30

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	35	36	37	57	26	7
Grade 4	26	31	50	34	21	36
Grade 5	11	17	48	49	41	34
All Grades	25	28	44	45	30	26

**Conclusions based on this data:**

- 1.

VII. School and Student Performance Data (continued)

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

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	57	62	69
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	57	62	69
Number Met	42	30	24
Percent Met	73.7%	48.4%	34.8%
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	72	11	78	14	81	8
Number Met	20	--	15	8	14	--
Percent Met	27.8%	--	19.2%	57.1%	17.3%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	--	No	Yes	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>						20			40			20			20
<b>1</b>	17			17	21	47	50	68	24	8	11	6	8		24
<b>2</b>	10			30	10	11	50		37	10	60	32		30	21
<b>3</b>	38	8		38	33	18		33		25	25	45			36
<b>4</b>	12	50	8	41	17	42	41		17	6	17	33		17	
<b>5</b>	10	27		80	33	60	10	33			7	20			20
<b>Total</b>	16	13	1	40	24	30	33	35	22	9	21	26	2	6	20

## 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 Spanish and 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:

The Single Plan for Student Achievement

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

### Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>1. Action #1 To improve the literacy and mathematics achievement of all subgroups, especially subgroups performing below grade level:</p> <p>Curriculum and Instruction</p> <p>All teachers will teach the Common Core State Standards in Literacy, History, Science and the technical subjects by using district adopted TCWRP materials and other supplementary materials within a dedicated literacy block.</p> <p>1. Literacy Coach will demonstrate lessons, observe and coach teachers and provide intervention for students who need additional support.</p> <p>2. A 1.0 RTI case manager will provide intervention to students who need additional support in literacy or math. teams.</p> <p>3. ELD/TWI Teacher will teach small groups of EL students during the day in addition to observing teachers, providing feedback, coaching and planning support.</p> <p>4. Resource Specialist and Moderate teacher will teach literacy intervention, and/or ELD to small groups of students.</p> <p>5. Teachers, instructional technology and library services will provide instruction in Digital Literacy and use of online resources.</p>	August 2017 to June 2018	1102 Certificated Monthly	1.0 FTE Literacy Coach (.05 BSEP)	BSEP	4,800
		1102 Certificated Monthly	1.0 FTE Literacy Coach (.20 Title I)	Title I A - Basic Funding	19,200
		1102 Certificated Monthly	1.0 FTE Literacy Coach (.20 LCAP, .55 BSEP)	District Allocation	
		1102 Certificated Monthly	.60 FTE TWI Program Support	District Allocation	
		1102 Certificated Monthly	.40 FTE RtI TSA ( LCAP)	District Allocation	
		1102 Certificated Monthly	.20 FTE RtI TSA ( LCAP)	District Allocation	
		1102 Certificated Monthly	.20 FTE RtI TSA	BSEP	21,000
		1102 Certificated Monthly	.80 FTE ELD TSA	District Allocation	
		1102 Certificated Monthly	.80 FTE ELD TSA	District Allocation	
		1102 Certificated Monthly	.20 FTE TWI Coordinator	BSEP	20,200
2. Action #2 To provide specific intervention and supplemental	August 2017 to June 2018	1102 Certificated Monthly	.10 FTE RTI TSA OPEN	BSEP Carryover	10,000

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>support for students at/above or below grade level in literacy or math.</p> <p>1. Two Bilingual Tutors will be hired to support teachers' work with K - 1st grade students who need support.</p> <p>2. All students will have access to the school library and library services, including a weekly class visit with the ability to check out books for school and home use and information for accessing the library website and electronic resources. The library staff will work with teachers to enrich students learning experiences, broaden areas of interest, and offer additional academic support through books and media to support to Common Core Curriculum and the TWI program.</p> <p>3. Intervention in math and reading during or after school. Teachers will be compensated at an hourly rate per the BFT contract for after school interventions.</p> <p>Collaboration and Support</p> <p>1. Our full inclusion specialist will model lessons for general education classroom teachers and will collaborate regularly with general education teachers to create modifications or accommodations in lessons for all students. Co-teaching and model lessons should include classroom training such as Ability Awareness and Zones of Regulation.</p> <p>2. Response to Instruction and intervention (RTI) case manager will meet with teaching staff, support staff, parents and administration to determine strengths and needs of students and develop strategic approaches.</p>		2146 Hourly Tutor	Bilingual Tutors	PTA	9,000
		2146 Hourly Tutor	Bilingual Tutors	BSEP	9,000
		1116 Certificated Hourly	Extended Day Academic Intervention	District Allocation	8,790
		1116 Certificated Hourly	Intervention	BSEP Carryover	4,000
		4380 Other/Reserve	Personnel Variance	BSEP	3,085
		4380 Other/Reserve	Personnel Variance	Title I A - Basic Funding	800
<p>3. Action #3 All EL's will demonstrate measurable growth on the English Learning Proficiency Assessment of California (ELPAC), A Developmental English Proficiency Test (ADEPT) for English Learners and the Idea Proficiency Test ( IPT) language assessments for Spanish learners.</p> <p>Curriculum and Instruction</p>	August 2017 to June 2018	5200 Travel and Conference		Other	

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>1. The site ELD teacher in collaboration with each grade level team will develop EL groups based on the students' English Learning Proficiency Assessment of California (ELPAC) levels; students in each grade level will receive ELD instruction in accordance with the ELPAC level from one or all of the teachers at least 30 minutes per day. This will take place during a Language Lab block.</p> <p>2. ELPAC testing will be administered by a team of staff members on campus and results will be shared with teaching and support staff and parents. ADEPT (A Developmental English Proficiency Test) will be administered to all students twice a year as a progress monitoring tool to determine student's language proficiency.</p> <p>Support and Assessment</p> <p>1. All teachers will analyze literacy, math, ADEPT, IPT or ELPAC scores monthly during PLCs with the support of the literacy coach, ELD/TWI coordinator, RTI teacher and Principal to determine students instructional needs and plan for instruction.</p> <p>2. The site ELD teacher, District ELD teacher, the Family Engagement and Equity Coordinator, and the Principal will help parents/guardians understand students' progress toward re designation (fluency in English-speaking, listening, reading, and writing), and help understand what is required for a student to be predesignated. District resources will be available to help parents/guardians support this process.</p> <p>Professional Development</p> <p>1. The site ELD teacher, District ELD teacher and Principal will provide opportunities for teacher peer observations and professional development for classroom teachers to improve ELD instruction.</p> <p>2. Classroom teachers will meet with ELD teacher to develop action plans for students who are close to meeting reclassification criteria. They will analyze CELDT or ELPAC data to determine student's individual areas of growth to meet reclassification.</p> <p>3. Teachers will attend the Spanish English Bilingual Transferability training provided by the California</p>					

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
Reading Literacy Project training to provide transferability of skills training to K - 5 TWI teachers.					
<p>4. Instructional materials</p> <p>Instructional materials in Spanish and English will be purchased and as needed and used by all teachers as required by the Common Core State Standards literacy programs and math programs.</p> <p>Professional Development and Assessment</p> <p>1. Teachers will have the opportunity to attend conferences or other training in order to support their work in TWI, Common Core, RTI, ELD and Equity.</p>	August 2017 to June 2018	4300 Materials and Supplies	Instructional materials	BSEP	3,500
		4300 Materials and Supplies	Instructional materials	BSEP Carryover	6,500
		5200 Travel and Conference	Professional Development	Title I A - Basic Funding	1,877
		5200 Travel and Conference	Professional Development	PTA	2,000
		5200 Travel and Conference	Professional Development	BSEP Carryover	2,000
		5200 Travel and Conference		Other	
<p>5. Collaboration and Support</p> <p>1. School is refining it's Professional Learning Community model by allowing Teachers to attend three literacy release days to analyze student data, and plan targeted lessons for instruction to ensure all students instructional needs are met.</p> <p>2. Grade levels will rotate during Wednesday collaboration time and meet with the Principal, RTI teacher, Literacy Coach, Counselor and Family Engagement and Equity Coordinator to analyze student data and develop action plans to support individual students in 6 week cycles.</p> <p>3. District wide benchmark assessments will be used, along with on-going monitoring within classrooms, to plan instruction and follow students' progress.</p> <p>4. Site Coordination of Services Team (COS) will meet a minimum of three times a month to discuss and monitor progress towards meeting goals based on student data.</p>	August 2017 to June 2018	1116 Certificated Hourly	Sub coverage - Literacy Release Days or Professional Development	BSEP	2,000
			Sub coverage - Literacy Release Days or Professional Development	BSEP Carryover	2,000

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

### Goal #2: Cultural and Linguistic Responsiveness

#### LCAP Goal:

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

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

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

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

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

2.1 Reduce the number of students with ten or more total absences by 10% of the 2013-14 percentages (enrollment reported as of June).

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

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

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

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

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

#### Group data to be collected to measure academic gains:

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

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>1. Action #            Certificated teachers and support staff will provide cultural enrichment and extended learning opportunities that build on students' interests and diverse backgrounds to motivate and engage students.</p> <p>Instruction and Enrichment</p> <p>1. A .73 FTE Farm and Garden teacher teacher will be hired.</p> <p>2. All fourth grade students will experience an overnight curriculum field trip that is curriculum based.</p> <p>3. Students in grades K-5 will attend field trips that will enrich their educational experience.</p> <p>4. Students will have physical education instruction provided by classroom teachers and the YMCA.</p> <p>5. First and second grade students will continue to have art instruction once a week by a certificated specialist. The Arts Anchor grant will allow the art teacher to collaborate with Kinder and Third grade teachers on art instruction.</p> <p>6. Third through fifth grade students will continue to have instructional music instruction by certificated music teachers provided by BUSD's Visual and Performing Arts (VAPA) department : third has music once per week, fourth and fifth grade have music two times per week.</p> <p>7. Fourth and fifth grade students will continue to have art instruction once a week for 45 minutes or every other week for 90 minutes (depending on scheduling) provided by a certificated art specialist, and science instruction once a week for 90 minutes by a certificated science teacher.</p> <p>8. LeConte staff will create a homework policy that will be communicated to families during Back to School Night.</p> <p>9. All students in grades 3 - 5 will have access to and use classroom and laptop computers.</p>	<p>August 2017 to June 2018</p>	<p>2102 Classified Monthly</p> <p>5711 Field Trips</p> <p>5751: BUSD Buses</p> <p>1102 Certificated Monthly</p>	<p>.73 FTE Farm and Garden teacher (.30 PTA)</p> <p>Field trips - admission costs</p> <p>Field trips - transportation costs</p> <p>Arts Anchor</p>	<p>PTA</p> <p>PTA</p> <p>PTA</p> <p>Other</p>	<p>18,067</p> <p>3,500</p> <p>1,500</p> <p>7,000</p>

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>10. One family focused assembly, planned and coordinated by parents and volunteers will be held with the goal of reflecting the multiple cultures and ethnicities within the LeConte community. These events will be held in the evening.</p> <p>11. All students will have access to diverse books in the classroom and school library to serve as mirrors and windows to reflect cultural experiences and to engage with the experiences of other cultures.</p>					
<p>2. Action #2 To provide a safe environment and improve school culture teachers, staff and Principal will model and teach expected behaviors such as how to behave respectfully in the classroom and common areas, and how to respectfully respond to others, etc.</p> <p>Curriculum and Reinforcement of Positive Behaviors</p> <p>1. A .5 Counselor will be hired to provide direct support services to students.</p> <p>2. Five noon supervisors will be hired using district funding, K-5 lunch hours, 10 hours per week. Training will be provided to noon supervisors.</p> <p>3. Recess supervision will be provided by Berkeley YMCA; students will learn conflict resolution skills and noncompetitive, cooperative games that limit bullying behavior and receive P.E. instruction.</p> <p>4. Positive Behavior Support (PBS) systems using Tool Box and Welcoming Schools Curriculum will be implemented.</p> <p>5. Teachers will work on community building and introduce rules of conduct and school-wide expectations (be safe, be respectful, and be responsible) from Day 1. Recess round ups will be conducted after major holiday breaks to reinforce expected playground behaviors as needed.</p> <p>6. Buddy classes will be established in November; primary students and upper grade students will practice and learn academic and social skills from one another.</p>	August 2017 to June 2018	<p>1102 Certificated Monthly</p> <p>1102 Certificated Monthly</p> <p>1102 Certificated Monthly</p> <p>2102 Classified Monthly</p> <p>5800 Contracted Services (inc software subscriptions)</p>	<p>.50 FTE Counselor (.32 BSEP)</p> <p>.50 FTE Counselor (.13 LCAP)</p> <p>.50 FTE Counselor (.05 COB)</p> <p>5 supervisors total, 10 hours per week</p> <p>Berkeley YMCA</p>	<p>BSEP</p> <p>District Allocation</p> <p>Other</p> <p>District Allocation</p> <p>PTA</p>	<p>30,000</p> <p>12,000</p> <p>5,000</p> <p>40,000</p>

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>7. All teachers will reinforce positive behaviors by issuing "Panda Paws" and will provide students with monthly prizes where Panda Paws can be redeemed. White Panda Paws will be earned for in class prizes and Golden Panda Paws will be earned for school prizes.</p> <p>8. An active Student Council will be established by January and coordinated by a staff member.</p> <p>9. All teachers will teach at least three lessons from the Welcoming Schools curriculum.</p> <p>10. Teachers will select cross grade level buddy classrooms to support cross curricular content area and develop social emotional supports for all students.</p> <p>11. Teachers will select buddy classrooms where students who demonstrate behavioral challenges can go to for additional social emotional support.</p> <p>Professional Development: Classroom Management and Discipline</p> <p>1. Teachers will be encouraged to attend Cultural Competency Awareness Trainings to promote the understanding of cultural differences by BUSD's district liaison who is designated to provide this type of training or outside organizations.</p>					
<p>3. Action #3 To support teachers in developing programs and creating behavior plans to personalize the learning environment for all students, especially students who demonstrate behavioral needs.</p> <p>Leadership Teams and Coordination of Services Team (COS)</p> <p>1. PBIS discipline data will be entered into PowerSchool for staff analysis.</p> <p>2. The Coordination of Services Team (COS) team will meet 3 to 4 times per month to facilitate meetings with teachers and parents to develop and provide year long support for students who have academic or behavioral needs.</p>	<p>August 2017 to June 2018</p>				

### Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
3. Provide vision and dental screenings through Berkeley Public Health					
<p>4. Action #4 To support students' ability to excel in the classroom and develop a stronger connection and bond with our school, we will continue with our after school program/classes</p> <p>Tutoring and Homework Support</p> <p>1. BUILD tutors will be hired to help students improve reading comprehension and fluency.</p> <p>2. Stiles Hall tutors which provides mentoring and tutoring services for about 35 students in grades 3 - 5 will continue to be funded.</p> <p>3. The LeConte LEARNS, LeConte BEARS will continue to provide homework help, enrichment, academic support and tutoring, and sports activities after school, Monday through Friday.</p> <p>4. The LeConte LEARNS coordinator will assist with organizing intervention classes for students enrolled in the BUILD, Stiles Hall, and tutoring classes provided by classroom teachers.</p> <p>5. Classroom teachers will collaborate with and provide trainings to instruct and model similar expectations for LEARNS &amp; BEARS staff.</p> <p>Enrichment</p> <p>1. Students will attend field trips within the LC LEARNS &amp; BEARS after school program.</p> <p>2. Sports activities will continue, participation in inter-district competitions (football, soccer, and basketball).</p> <p>3. All materials required to support the after school program shall be purchased as needed.</p>	August 2017 to June 2018	<p>5800 Contracted Services (inc software subscriptions</p> <p>5800 Contracted Services (inc software subscriptions</p> <p>4380 Other/Reserve</p> <p>4300 Materials and Supplies</p>	<p>BUILD after school tutors (After-school program)</p> <p>Stiles Halls mentors</p>	<p>Other</p> <p>Other</p> <p>District Allocation</p> <p>District Allocation</p>	<p>2,500</p> <p>5,000</p>

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

### Goal #3: Safe, Welcoming and Inclusive School Climate

#### LCAP Goal:

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

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

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

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

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

- 3.1 Increase the percentage of students and families who report feeling welcomed and valued as a partner in their child's education as measured by CHKS and district survey.
- 3.2 Recruit and retain certificated employees of color.
- 3.3 Increase the percentage of participants of color serving on the SGC so that the representatives on this committee mirror the demographics of our student population.

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

In conducting monitoring and evaluation efforts, we use multiple measures (as listed under Group data to be collected to measure academic gains). Upon evaluation, the following questions are examined:

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

#### Group data to be collected to measure academic gains:

California Healty Kids Survey (CHKS)/Healthy Kids Climate Report  
Family Connectedness Survey  
District LCAP Survey  
CALPADS  
District Indicators Report: Attendance Information; chronic absenteeism  
Special Education Information System (SEIS) Reports  
PowerSchool PBS Report  
Family Engagement Coordinators' Intervention Logs  
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. Improve written and oral communication between LeConte staff and parents:</p> <ol style="list-style-type: none"> <li>1. Printed communication will be delivered to each family every other month for each classroom with information specific to each classroom around current curriculum, classroom events, material needs and calendar changes.</li> <li>2. Parents will have direct communication with their child's teachers. Teachers are encouraged to check in with parents at least three times annually. Once in person during parent/teacher conferences in the fall, and two others either in person, over the phone, in writing or email.</li> <li>3. Monthly updates from principal &amp; PTA to families in Wednesday packet.</li> <li>4. Teachers will meet with 3 - 5 families after the second trimester reporting period of focal students who are not yet proficient in Literacy or Math.</li> <li>5. A one-page info brochure about all services/interventions available at school and who to contact with concerns about behavior, academic or learning difficulties(name, email, phone); This page will be sent in September with the welcoming package of PTA.</li> <li>6. English Learners (EL): Continue to send letter (your child is an EL.); Inform families before the CELDT/new test with info or sample questions to review at home.</li> <li>7. PCAD: Increase visibility of parent leaders (PCAD, SGC): Offer Spanish classes for families - partnership with Berkeley Adult School.</li> <li>8. Inclusion students: [one-page info brochure of who to contact at school with concerns (name, email, phone)]; Strategize how to close the communication gap between staff and parents; Increase communication - more than just report cards or IEP 's, esp. if child is not progressing as expected.</li> <li>9. Continue to send letter to inform families about the Spanish proficiency test.</li> </ol>	<p>August 2017 to June 2018</p>	<p>4380 Other/Reserve  1116 Certificated Hourly</p>	<p>Parent meetings</p>	<p>Title I A - Parent Involvement  Other</p>	<p>550</p>
<p>2. Provide regular Parent Forums and educational events in coordination with the PTA and After-school Program on topics identified as critical by diverse</p>	<p>August 2017 to June 2018</p>	<p>4380 Other/Reserve</p>		<p>Other</p>	

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>parent groups and/or staff:</p> <ol style="list-style-type: none"> <li>1. LeConte Staff will host informational meetings about Literacy, Math, English Language Development, Spanish Language Development, Toolbox and Welcoming schools about positive behavior management programs being implemented at the school at PTA, ELAC and PCAD meetings.</li> <li>2. Members of LeConte staff will host a Family Literacy Night, the Science Fair, and the LeConte Dual Immersion information meetings.</li> <li>3. Survey to families in ELAC, PTA, PCAD to gauge their interest in specific topics. Share survey results at parent meetings, to inform calendar, topics, and collaboration with community agencies to invite guest speakers.</li> <li>4. Improve partnerships with families of children who are English Learners, African American, and who have special learning needs, to improve learning outcomes</li> <li>5. Members of LeConte staff will host a workshop specifically to address how to support your student in learning a second language.</li> <li>6. PCAD: Embed academic content in PCAD meetings; host a workshop specifically to address how to support your student in learning a second language.</li> <li>7. Inclusion students: Parent workshops with full inclusion teachers to support academic skills at home</li> </ol>					
<p>3. LeConte PTA will host a Room Parent and volunteer orientation to provide information on how to best support the classroom teacher and school. (The orientation may be during or in lieu of a PTA meeting.)</p> <ol style="list-style-type: none"> <li>1. A PTA room parent coordinator and volunteer coordinator will be elected by the PTA and present during orientation.</li> <li>2. Teachers will share ways parent volunteers may help in the classroom and school.</li> <li>5. Provide handouts with guidelines for good volunteering practices. Handouts may also be distributed throughout the year for new volunteers.</li> </ol>	August 2017 to June 2018				
<p>4. Provide a diversity of opportunities for families and caregivers to connect with the school in ways that are positive and result in student growth.</p> <ul style="list-style-type: none"> <li>• Parent groups will continue to organize and/or</li> </ul>	August 2017 to June 2018				

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>support regular school celebrations that may include:</p> <ul style="list-style-type: none"> <li>LeConte Welcome Barbecue</li> <li>Halloween Harvest Festival</li> <li>Dia de los Muertos</li> <li>Multicultural Celebration</li> <li>Dia del Nino (Day of the Child)</li> <li>School Auction</li> <li>Celebrate LeConte Friday Assemblies (monthly)</li> <li>LeConte Sing-a-longs (monthly)</li> <li>Welcome events for new Kindergarten families</li> <li>Project Peace</li> <li>LeConte Family dance</li> </ul>					
<p>5. Decision Making Area</p> <ol style="list-style-type: none"> <li>1. Ensure there is an ELAC rep at SGC to advise school on how to support EL's.</li> <li>2. Ensure there is a PCAD rep at SGC to advise school on how to support African American/Black students, especially those without Spanish support at home.</li> <li>3. Ensure there is a parent of a child with special learning needs to advise SGC on how to support children with special needs.</li> <li>4. Ensure there is rep at district level DELAC and PAC for LCAP, P&amp;O for BSEP..</li> <li>5. Ensure there is communication between SGC, ELAC, PCAD, PTA and district representative to share and inform about school site concern, district decision, budget, plans.</li> <li>6. Survey to families in ELAC, PTA, PCAD to gage their interest in specific topics. Share survey results at parent meetings and SGC to inform site plan, calendar, agenda [topics], and collaboration with community agencies to invite guest speakers.</li> </ol>	<p>August 2017 to June 2018</p>	<p>4380 Other/Reserve</p>		<p>Other</p>	
<p>6. Volunteering Area - Roles &amp; Responsibilities</p> <ol style="list-style-type: none"> <li>1. Teachers will share ways parent volunteers may help in the classroom and school.</li> <li>2. Offer 2 parent volunteer trainings per year (October, January). 1. English speakers help EL's with writing &amp; reading during ELD; 2. Parents who speak another language or English about volunteering in classrooms. Define what it means to be a classroom volunteer (not just doing tasks to help</li> </ol>	<p>Trainings: October and January Volunteering: ongoing</p>				

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

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>teacher organize, but someone who has valuable experience to offer to help improve student learning outcomes)</p> <p>3. LeConte PTA will host a Room Parent and volunteer orientation to provide information on how to best support the classroom teacher and school. (The orientation may be during or in lieu of a PTA meeting.). Train room parents on parent outreach. Define what it means to be a room parent (not just forwarding emails, gathering \$, etc, but someone who outreaches to all parents in the classroom in person, by email, or text, in order to build strong partnerships to improve learning outcomes).</p> <p>4. Systematize Room Parent managing the volunteer schedule and supporting parent outreach and two way communication between parents and teachers.</p> <p>5. A PTA room parent coordinator and volunteer coordinator will be elected by the PTA and present during volunteer orientation.</p> <p>6. PBIS support team will present PBIS language and strategies for volunteering in the classroom and on the playground.</p> <p>7. PTA and teachers will give invitations to regular community volunteers to attend orientation.</p> <p>8. PTA will provide handouts with guidelines for good volunteering practices. Handouts may also be distributed throughout the year for new volunteers.</p> <p>9. Teachers will partner with parent leaders to recruit volunteers for school-wide events, and fundraisers.</p> <p>10. Classroom teachers will partner with the SGC to solicit a completed school LeConte Family Survey and district family survey from every student.</p>					

## Appendix A - Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I A - Basic Funding	21,877	0.00
Title I A - Parent Involvement	550	0.00
BSEP	93,585	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
BSEP	93,585.00
BSEP Carryover	24,500.00
District Allocation	20,790.00
Other	19,500.00
PTA	74,067.00
Title I A - Basic Funding	21,877.00
Title I A - Parent Involvement	550.00

## Appendix B - Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1102 Certificated Monthly	129,200.00
1116 Certificated Hourly	14,790.00
2102 Classified Monthly	18,067.00
2146 Hourly Tutor	18,000.00
4300 Materials and Supplies	10,000.00
4380 Other/Reserve	4,435.00
5200 Travel and Conference	5,877.00
5711 Field Trips	3,500.00
5751: BUSD Buses	1,500.00
5800 Contracted Services (inc software subscriptions)	47,500.00

## 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	76,000.00
1116 Certificated Hourly	BSEP	2,000.00
2146 Hourly Tutor	BSEP	9,000.00
4300 Materials and Supplies	BSEP	3,500.00
4380 Other/Reserve	BSEP	3,085.00
	BSEP Carryover	2,000.00
1102 Certificated Monthly	BSEP Carryover	10,000.00
1116 Certificated Hourly	BSEP Carryover	4,000.00
4300 Materials and Supplies	BSEP Carryover	6,500.00
5200 Travel and Conference	BSEP Carryover	2,000.00
1102 Certificated Monthly	District Allocation	12,000.00
1116 Certificated Hourly	District Allocation	8,790.00
1102 Certificated Monthly	Other	12,000.00
5800 Contracted Services (inc software	Other	7,500.00
2102 Classified Monthly	PTA	18,067.00
2146 Hourly Tutor	PTA	9,000.00
5200 Travel and Conference	PTA	2,000.00
5711 Field Trips	PTA	3,500.00
5751: BUSD Buses	PTA	1,500.00
5800 Contracted Services (inc software	PTA	40,000.00
1102 Certificated Monthly	Title I A - Basic Funding	19,200.00
4380 Other/Reserve	Title I A - Basic Funding	800.00
5200 Travel and Conference	Title I A - Basic Funding	1,877.00
4380 Other/Reserve	Title I A - Parent Involvement	550.00

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

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	129,752.00
<b>Goal 2</b>	124,567.00
<b>Goal 3</b>	550.00

## BUDGET SUMMARY 2017-18

LeConte (118)	Obj Code	BSEP Site Funds Resource 0752		Title I Resource 3010		District LCAP Resource 0500		PTA Resource 9110 (DDF 906)		Other District Resources		Sum of FTE
		BGT	FTE	BGT	FTE	BGT	FTE	9110	FTE	BGT	FTE	
Budget Item												
Literacy Coach/TSA	1102	4,800	0.05	19,200	0.20		0.20				0.55	1.00
TWI Program Support	1102										0.60	0.60
Rtl TSA	1102						0.40					0.40
Rtl TSA	1102						0.20					0.20
Rtl TSA	1102	21,000	0.20									0.20
ELD TSA	1102						0.80					0.80
TWI Coordinator	1102	20,200	0.20									0.20
Behavioral Health Counselor	1202	30,000	0.32			12,000	.13			5,000	0.05	
Extended Day Academic Intervention	1116					8,790						
Subs/Teacher Collaboration		2,000										
Arts Anchor										7,000		
Hourly Bilingual Tutors	2146	9,000						9,000				
Instructional Specialist - Garden	2182							18,067	0.30		0.43	0.73
Materials & Supplies	4300	3,500										
Parent Involvement	4380			550								
Professional Development	5200			1,877				2,000				
Field Trip Buses	5751							1,500				
Field Trips	5800							3,500				
YMCA PE Contract	5800							40,000				
BUILD Tutors	5800									2,500		
Stiles Hall Mentors	5800									5,000		
<b>Unallocated Reserve</b>		3,085		800								

**Total Expenditures** 93,585 22,427 20,790 1.60 74,067 19,500

**Revenue Allocation** 93,585 22,427

**Carryover Priorities**

Subs for Collaboration	2,000
Materials & Supplies	6,500
Certificated Hourly - Intervention	4,000
.10 FTE Rtl TSA (Open)	10,000
Professional Development	2,000
<b>Total Carryover Priorities</b>	<b>24,500</b>