

The Single Plan for Student Achievement

Jefferson Elementary School

School Name

01-61143-6090252

CDS Code

Date of this revision:

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

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

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Berkeley Unified School District

School District

Superintendent: William Huyett
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The District Governing Board approved this revision of the School Plan on .

I. Consolidated School Plan for Educating The Whole Child

School Name: Jefferson Elementary School	School Year: 2010-2011
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Summary of School Goals:

- Continue to build and implement a comprehensive and aligned system of core curriculum, instruction, assessment and intervention
- Strengthen the ability of staff to teach a diverse student body
- Create meaningful partnerships with all parents and guardians
- Enhance the development of the whole child by providing an enriched and engaging environment that is safe and supportive for all children.

Site Committee Representatives:

Parents/Community	Staff
(Chair): Alina Salganicoff	(Principal): Maggie Riddle
(Co-Chair, if applicable): Amanda Berger	(Teacher): Rick Kleine
Ruth Rubacalva	(Teacher): Wendy Fong
Elizabeth Hensley	(Teacher): Mary Cazden
Holly Potter	(Classified): Rasheedah Mwongozi
Holly Potter	Anne Scheele (teacher)
Holly Potter	

Signatures required for the following:

BSEP Planning & Oversight Committee Representative:

DAC Representative (District Advisory Committee for EIA):

DELAC Representative (District English Learner Advisory Committee):

II. Recommendations and Assurances

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

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

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

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on .
8. This school plan was adopted by the School Governance Council on 4-27-10.

Maggie Riddle

Principal

Signature

Date

Alina Salganicoff

School Governance Council Chair

Signature

Date

Christina Faulkner

Director, Curriculum & Instruction

Signature

Date

Monica Thyberg

Manager, Berkeley Schools Excellence Program

Signature

Date

Neil Smith

Assistant Superintendent, Educational Services

Signature

Date

III. School Vision and Mission

IV. School Profile

Jefferson is a K-5 school located in the Berkeley Unified School District. The current building was erected in 1952. Comprehensive instruction in the areas of language arts, mathematics, science, visual and performing arts, social studies, and physical education is provided to 300 students.

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

Ethnic Distribution

	2006	2007	2008	2009
African American	26%	28%	28%	18%
Asian/Pacific Islander	12%	12%	11%	10%
Hispanic/Latino	14%	13%	14%	14%
Filipino 1%		1%	1%	0%
White (not Hispanic)	31%	29%	28%	36%
Other/Declined to State	15%	17%	18%	21%

Forty two percent of Jefferson's students qualify for free or reduced lunch. A total of seventeen languages other than English are spoken in the homes of Jefferson's students. Currently, 15% of the students receive services through the school's English Language Development Program. Eight percent of the students receive special education services and 46% of 3rd – 5th grade students have been designated as Gifted and Talented.

The regular school staff consists of fourteen K through 5th grade classroom teachers , two custodians, one secretary, and one principal. All teachers are fully credentialed and teaching in their authorized subject areas. The support staff includes: a literacy intervention teacher, a science teachers, four music teachers, four noon supervisors, and a library media technician. A psychologist, a speech and language therapist, two resource teachers, four Special Education instructional assistants, and an occupational therapist provide special education support. County and/or community personnel provide vision, dental, and hearing screening to students and communicable disease health education support to staff and parents and guardians.

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

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

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

Our program also helps students learn to appreciate themselves and others. Thus, school activities incorporate and celebrate the cultural, ethnic, and linguistic diversity of the families in our community. In particular, the school features a Chinese bicultural program. There is one Chinese bicultural classroom in each of the kindergarten through second grades, and students move into and out of the program over their careers to maximize students' exposure to this unique experience. Furthermore, students are encouraged to participate in community programs that allow them to demonstrate their skills and talents as well as to provide a service to the community.

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

In addition to parent and guardian involvement, the home school connection is supported in a variety of other ways. Communication is enhanced through newsletters (principal's, PTA, classroom), school events (Back to School Night, Open House, parent education events, community forums), and PTA sponsored family activities (Black History Night, Art Night, Halloween Night, Culture Night). Parent/guardian conferences are held between the general education teachers and their students' parents and guardians during November. Throughout the school year, informal conferences take place between parents, guardians and the general education teachers to identify ways to foster children's success in the educational setting. Whenever possible, a translator is provided for parents and guardians who speak a language other than English.

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

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

V. Comprehensive Needs Assessment Components

A. Data Analysis (See Section IV)

See attached Data Analysis

B. Surveys

C. Classroom Observations

D. Student Work and School Documents

E. Analysis of Current Instructional Program (See Appendix C)

VI. Description of Barriers and Related School Goals

School, district and community barriers to improvements in student achievement:

The following conditions were identified as barriers to improvements in student achievement:

- lack of staff to coordinate ULSS
- the absence/tardy rate of underperforming students.
- a lack of funding to support additional intervention programs and staff to teach intervention programs
- a lack of funding to hire substitute teachers to provide release time enabling teacher collaboration time.
- a lack of funding for full counseling services.
- an inadequate supply of leveled reading materials to cover core themes in the history social science and science curricular areas.
- a lack of funding to provide transportation that sometimes impedes parental involvement and student access to after-school support activities.
- an insufficient supply of textbooks, dictionaries, and literature materials in the native language of ELL students.
- a lack of art/physical education programs to engage students through kinesthetic or visual and performing arts experiences.
- the absence of a staff person to provide ongoing outreach to parents and the community.
- an identified system to connect families with support services.

VII. School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	175	180		54	61		45	44		21	22	
Growth API	853	864		955	958							
Base API	831	852		950	953			751				
Target	A	A		A	A							
Growth	22	12		5	5							
Met Target	Yes	Yes		Yes	Yes							

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	26	27		30	27		69	76		17	20	
Growth API							744	787				
Base API							712	751				
Target							5	5				
Growth							32	36				
Met Target							Yes	Yes				

VII. School and Student Performance Data (continued)

Table 2 – Title III Accountability (District Data)

PROFICIENCY LEVEL	AMAO 1- Annual Growth			AMAO 2 - Attaining English Proficiency		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Number of Annual Testers	962	995				
Percent with Prior Year Data	90.5%	88.5%				
Number in Cohort	871	881		450	450	
Number Met	511	532		182	200	
Percent Met	58.7%	60.4%		40.4%	44.4%	
NCLB Target	50.1%	51.6%		28.9%	30.6%	
Met Target	Yes	Yes		Yes	Yes	

VII. School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	99	100		100	100		99	100		96	100	
Number At or Above Proficient	114	115		49	56		20	15		15	16	
Percent At or Above Proficient	62.6	63.9		90.7	91.8		40.8	34.1		71.4	72.7	
AYP Target	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**
Met AYP Criteria	Yes	Yes		Yes	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	100		100	100		99	100		97	100	
Number At or Above Proficient	9	11		13	7		23	34		13	11	
Percent At or Above Proficient	33.3	40.7		41.9	25.9		31.5	44.7		54.2	55.0	
AYP Target	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**
Met AYP Criteria	--	--		--	--		No	Yes		--	--	

* = AYP Target for Elementary/Middle Schools (2007=24.4%), (2008=35.2%), (2009=46%), (2010=56.8%)

** = AYP Target for High Schools (2007=22.3%), (2008=33.4%), (2009=44.5%), (2010=55.6%)

VII. School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	99	100		100	100		100	100		96	100	
Number At or Above Proficient	138	135		50	56		27	24		18	20	
Percent At or Above Proficient	75.4	75.0		92.6	91.8		54.0	54.5		85.7	90.9	
AYP Target	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**
Met AYP Criteria	Yes	Yes		Yes	Yes		Yes	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	17	14		21	16		45	45		14	14	
Percent At or Above Proficient	63.0	51.9		67.7	59.3		60.8	59.2		56.0	70.0	
AYP Target	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**
Met AYP Criteria	--	--		--	--		Yes	Yes		--	--	

* = AYP Target for Elementary/Middle Schools (2007=26.5%), (2008=37%), (2009=47.5%), (2010=58%)

** = AYP Target for High Schools (2007=20.9%), (2008=32.2%), (2009=43.5%), (2010=54.8%)

VII. School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2009-10										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			*****	***							*****
1	1	10	2	20	5	50			2	20	10
2			3	43	2	29	1	14	1	14	7
3					2	50	2	50			4
4			2	50	2	50					4
5	2	33	4	67							6
Total	3	9	12	38	11	34	3	9	3	9	32

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: Continue to build and implement a K-5 comprehensive and aligned system of core curriculum; instruction, assessment and intervention.

Goal Statement:

Jefferson's goal is to:

- Improve the implementation and consistency of the academic program, specifically the English language arts and mathematics curriculum, assessments and interventions for students needing additional support.
- Design and implement an English Language Development program K-5 for English learners.
- Identify and implement a curriculum for K-5 extended learning programs that supports students' classroom learning as well as the development of the whole child.
- Continue to develop early intervention best practice strategies through the Universal Learning Support System model to meet the learning needs of students at the first sign of academic struggle.
- Improve transitions for students as they move from Pre-K to K and 5th to 6th.

Student groups and grade levels to participate in this goal:

K- 5 students

English Language Learners K-5

Special Needs Students K-5

Transition Students (K and 5)

GATE

Anticipated annual performance growth for each group:

100% of all students, K-5, will achieve at least one year's growth

90% of all students in each subgroup scoring Advanced or Proficient will maintain or improve their previous score.

70% of all students in each subgroup scoring basic will improve their previous score, scoring near or at Proficient

35% of all students in each subgroup scoring Below or Far Below Basic will improve their previous score, scoring at Basic or Proficient

Students' progress towards meeting grade level standards will be monitored

- diagnostics that show pre-requisite skills obtained prior to instruction,
- formative and summative assessments aligned with instruction,
- a record of teacher observations and progress reports,
- student self-assessments,
- student interviews,
- completion of homework,
- student work that is discussed and evaluated based on the standards at least once a month during teacher collaboration meetings, and
- "snapshot" meetings held at the beginning of the year and at least every 8 weeks to discuss students' progress in each grade level; this meeting is held with the classroom teacher and a team of support staff who provide expertise, brainstorm action steps, and instructional support for teachers of students who struggle to meet grade level standards

Means of evaluating progress toward this goal:

On a regular basis , teachers, principal and intervention staff will evaluate the progress of all students through:

Snapshot Conferences

Student Study Teams

Response to Intervention reports

Teachers will engage in-depth assessment and examination of student progress

Analysis of student assessment data for each assessment periods

ULSS case management meetings

Collaboration, grade level and staff meetings

Group data to be collected to measure academic gains:

CST/STAR

DRA/QRI

Every Day Math assessments

District Math assessments

BEAR

CELDT

Snapshot results

Pre and Post intervention assessments

BUSD writing assessments

Total Expenditures in this Goal: 104,080.67

Description of Specific Actions to Meet This Goal

Action #1:

Jefferson staff and teachers will ensure implementation of a balanced high quality English Language Arts Program using district adopted programs and practices within a balanced literacy block.

- Teachers will continue to implement the Caulkins writing program and begin to implement the Columbia Teachers Reading Program with the support of the Literacy Coach and other support staff
- Staff will attend district led professional development on the Columbia model during the summer of 2010 and as offered throughout the 2010-11 school year
- Literacy teacher will give ongoing training to personnel during staff meetings and will demonstrate model lessons in all classes.
- Teachers will be released (using hourly and full day substitutes) to observe one another and to plan curriculum and instruction while participating in formal lesson study as a part of the professional learning community
- All appropriate and necessary materials including leveled texts, literature circle materials, Zinke spelling materials, teacher resources, handwriting materials, listening centers, writing and illustrating materials, Quick Reads, and teacher instructional materials will be provided.
- Continue to institute Dedicated Literacy Block - Kindergarten- 3rd grades: 8:30- 11:00

Full use of Instructional Minutes:

Kindergarten: minimum 60 minutes daily

1st-3rd Grades: 120 minutes daily (45 minutes for writing and 75 minutes for reading)

4th-5th- 90 minutes daily (including 45 for writing)

Start and Completion Date:

August 10- June 11

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Literacy Coach	12000		5000			30425.67			
Instructional Materials Fund from BSEP Carryover									
Teacher Hourly		1000							

Action #2:

Jefferson teachers and staff will ensure that all K-5 students are provided high quality mathematics instruction using Everyday Math with fidelity.

- Use Everyday Math and district math assessments to monitor student progress.
- Use EDM and district math assessments for data- driven teacher collaboration and professional development.
- Use EDM and district math assessment results to inform Response to Intervention and After School Intervention programs.
- Participate in ongoing training for K-5 math curriculum and instruction (all teachers K-5)
- Participate in lesson study as a part of the professional learning community

Start and Completion Date:

August 10- June 11

Action #3:

Implement an English Language Development Program for K-5 English Language Learners:

- Ensure every English Learner receives 30 minutes of ELD daily at the appropriate CELDT level.
- Develop and implement a system to monitor the progress of students in English Language acquisition to ensure that each student is gaining at least one CELDT level per year, using the blue card as an active instrument to support ELL's
- Implement newly adopted ELL curriculum in all classrooms
- Participate in district professional development and provide site level training in implementation strategies to ensure all students receive required ELD content
- Use GLAD strategies
- Literacy Coach will provide targeted instruction, in small groups, for ELL students
- Allocate hourly funds for tutors
- Hold Parent/Guardian workshops on understanding CELDT and the ELD program at Jefferson
- Devote staff meeting and ULSS meeting time to analyze CELDT scores , levels and ELD instruction
- Implement after school intervention classes for ELL students
- Purchase ELD materials to support the new adoption

Start and Completion Date:

August 10-June 11

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Literacy Leader/Teacher		8000							
Materials and Supplies Fund from BSEP Carry over						0			
Parent Involvement	316	1684							
teacher hourly		978							
Tutoring-Hourly Tutors	3921 3921					2079			

Action #4:

Extend learning of K-5 students with an after school site intervention program that supports students in reaching grade level proficiency:

- Continue to implement the Afterschool Learning Program (ALP) to pre-teach grade level material to students in K-5, extending the program to 5 days a week for one hour each day
- Provide a late bus to ensure equitable after school participation
- Provide time and allocate hourly funds for structured collaboration between all after school intervention and support providers including: Voyager, Stiles Hall, ALP, and BEARS - to strengthen academic intervention in every program
- Provide professional development for all after school providers in strategies to support student academic growth
- Provide structured homework support that includes staff, tutors and other volunteers
- Fund a volunteer coordinator to coordinate all site volunteers during the school day and after school programs
- Purchase state intervention materials to be used in site intervention programs

Start and Completion Date:

August 10-June 11

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
After school intervention Hourly teaching						12000			
Volunteer Coordinator Fund from BSEP Carryover								4000	
Afterschool Bus fund from BSEP Carryover									

Action #5:

Provide early intervention best practice strategies through the Universal Learning Support System model to meet the learning needs of students at the first sign of academic struggle

- Regular ULSS team meetings- to collaborate and reflect on school wide systems in place to meet the needs of identified students
- Implementation of RTI - 3- tier response (Classroom, Small Group, Learning Center) with emphasis on Tier 1 interventions (classroom)
- Snapshot Meetings
- Provide staff with professional development in differentiation and RTI practices
- Use the reading ,writing and math assessment walls to monitor school progress
- Case management of student support services including: vision, hearing, dental, homelessness, and other health and social service related services
- Allocate funds to support full implementation of ULSS- ULSS/RTI intervention teacher

Start and Completion Date:

August 10-June 11

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
ULSS- Intervention teacher	6000					19620			
Substitutes	978.								
Materials and Supplies									

Action #6:

Support transitions for students as they move pre-K to K and 5th grade to 6th grade;

Hold transition meetings for pre- K special education students who are entering Kindergarten

Hold transition meetings for 5th grade special education students who are entering middle school

Complete placement cards for all 5th grade students

Conduct "Balanced Beginning " screening for incoming kindergarten students to create balanced classes and identify student needs

Start and Completion Date:

August 10-June 11

Action #7:

Ensure that IEP's for Special Education students list appropriate and measurable academic goals for students aligned with state standards :

- Discuss Special Education goals during: IEP's, ULSS meetings, Special Education meetings, SST's and staff collaboration time
- Meet regularly with Special Education Area Supervisor

Start and Completion Date:

August 10-June 11

	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Total Expenditures in Goal 1:	19,294.00	11,662.00	5,000.00			64,124.67		4,000.00	

VIII. Planned Improvements in Student Performance (continued)

Goal #2: Strengthen the ability of Jefferson's staff to educate a diverse student body.

Goal Statement:

Strengthen the ability of Jefferson's staff to educate a diverse student body

- Develop an Equity Centered Professional Learning Community
- Provide professional development to (a) improve culturally and linguistically responsive teaching and (b) initiate a positive behavioral support system, in order to increase student engagement and achievement and reduce inequities in discipline
- Support all teachers in developing programs to differentiate and personalize the learning environment for all students.
- Identify successful models within the district and facilitate teachers learning from one another through an organized structure, for example, lesson study, walk-throughs, or action research

Student groups and grade levels to participate in this goal:

K- 5 students

English Language Learners K-5

Special Needs Students K-5

Transition Students (K and 5)

GATE

Anticipated annual performance growth for each group:

All students will make at least one year's growth in reading, writing and math

All Far Below Basic and Below Basic will make more than one year's growth in reading, writing and math

Means of evaluating progress toward this goal:

Means of evaluating progress toward this goal:

Students' progress towards meeting grade level standards will be monitored

- diagnostics that show pre-requisite skills obtained prior to instruction,
- formative and summative assessments aligned with instruction,
- a record of teacher observations and progress reports,
- student self-assessments,
- student interviews,
- completion of homework,
- student work that is discussed and evaluated based on the standards at least once a month during teacher collaboration meetings, and
- "snapshot" meetings held at the beginning of the year and at least every 8 weeks to discuss students' progress in each grade level; this meeting is held with the classroom teacher and a team of support staff who provide expertise, brainstorm action steps, and instructional support for teachers of students who struggle to meet grade level standards

Group data to be collected to measure academic gains:

Group data to be collected to measure academic gains:

Data used to measure academic gains will include the following:

- Standardized test scores: California Standards Tests (CST)
- State required Fourth Grade Writing Assessment: California Writing Standards Test; students are required to produce four types of writing: narratives, summaries, information reports, or response to literature; scores are based on a four point rubric/scoring guide, four being the highest score
- State required English language development scores: California English Language Development Test (CELDT); students in grades K-1 are given speaking and listening tests, grades 2-5 are given speaking, listening, reading, and writing tests; the final score determines the student's level of proficiency: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced
- District required reading tests: Grades K/1- Developmental Reading Assessment (DRA) and Grades 2-5, Qualitative Reading Inventory (QRI) results are analyzed and recorded based on students' reading levels; all students' levels are posted on an "Assessment Wall" that is used to monitor growth throughout the year; students who are not near or at the required level of proficiency are periodically reassessed until the designated level is achieved

- District required Writing Assessments: Students K-5 are required to complete a district developed writing assessment three times per year; the assessments are scored by classroom teachers based on an agreed upon rubric/scoring guide
- District require Mathematics Assessments: Students K-5 are required to complete standards based mathematics assessments three times per year; these are multiple choice assessments; fourth and fifth grade tests are scored by district personnel and the remaining assessments are scored by the classroom teachers
- BEAR spelling assessment: This is a diagnostic tool used to determine students' spelling skills and understanding of the use of consonants and vowels to form words

Total Expenditures in this Goal: 1,006.00

Description of Specific Actions to Meet This Goal

Action #1:

Jefferson will participate in an Equity Centered Professional Learning Community: Professional Development will include teacher observations, professional reading materials, presenters

- Staff will participate in ongoing professional reading using a variety of books and articles including: Lesson Study, Beyond Heroes and Holidays, Classrooms that Work, Anti-Bias Curriculum for Young Children and Ourselves, The Art of Teaching Reading
- Staff will participate in lesson study and will partner with Mills College professors and teachers from surrounding districts who are engaged in lesson study- Substitutes will release teachers
- Staff will continue Critical Friends groups during collaboration time
- Staff will participate in ongoing staff development on the new ELD adoption and the Columbia Teacher's College Reading adoption

Start and Completion Date:

August 09- June 10

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Professional Development Contracted Service from BSEP Carryover	1006					0			

Action #2:

Culturally Relevant Teaching-

- Staff will use materials from the Center for Culturally Relevant Teaching including: Test preparation materials, culturally relevant classroom libraries, will observe BUSD sites who are effectively implementing CRT and best practices in all curriculum areas. Site Initiated Professional Development funds will be used to provide substitutes.

Start and Completion Date:

August 09- June 10-

Action #3:

Jefferson will continue to implement the district adopted program (Building Effective Schools Together (BEST), along with Second Step, and Welcoming Schools anti-bias curriculum to increase student achievement and engagement, reduce inequities in discipline, safeguard students from bias, and promote positive behavior support.

- Teachers, classified staff, parents, and the principal will create and display school-wide rules for common areas. Rules will be posted in all common areas, school communications, and communicated to parents/guardians
- Teachers, classified staff, parents, and the principal will and develop strategies for teaching and reinforcing school-wide behavior expectations throughout the year
- All staff will teach students school-wide rules and behavior expectations through specific lessons, school-rules assemblies, and by modeling expected behavior
- All staff will reinforce and reteach expected behavior in students through the use of positive recognition, active supervision techniques, and conflict resolution/de-escalation strategies
- Parents/Guardians will receive information on school rules at the beginning of the year. Rules will be referred to throughout the year.
- Teachers will develop grade level agreements for when to refer a student to the office and when to address student behavior in the classroom
- Continue to use progressive discipline and logical consequences to help students correct when they make negative behavior choices
- Teachers and Principal will work collaboratively to identify key lessons in Second Step, Welcoming Schools, and PBS lessons to be taught at each grade level.
- Teachers will continue implementing Second Step curriculum and lessons.
- Teachers will identify and teach selected lessons from the Welcoming Schools anti-bias curriculum to address issues of bullying and bias-related harassment
- Noon duty supervisors along with other identified support staff will meet regularly to strengthen their supervision techniques, learn additional strategies, and problem-solve student conflict situations as they arise
- Hire additional noon duty supervisors to support students during lunch recess

Start and Completion Date:

August 09- June 10

Action #4:

Jefferson school will hold year long school assemblies that feature culturally diverse presentations and programs that support school wide positive climate
Special guest performers from a wide range of cultures will be funded with grants as available.

Start and Completion Date:

August 09-June 10

Action #5:

Instruction in Visual and Performing Arts will be incorporated in all classrooms to engage students and to draw upon and develop the full range of student learning styles.
Time will be spent during collaboration time to develop units of study to be implemented throughout the school year.

Students in Grades 3-5 will participate in BUSD instrumental and choral music program
Students in 2nd grade will receive instruction from the San Francisco Girls Choir, using an articulated music curriculum
Students in grades K-1 will receive vocal music instruction from a PTA funded provider

Start and Completion Date:

Action #6:

Identify successful models within the district and facilitate teachers learning from one another through an organized structure that includes peer observations, action research and other successful collaborative structures.

- Staff will observe colleagues, both site and district wide, including literacy and ELL coach, and will share learning at staff and collaboration meetings .
- Teacher Initiated Staff Development funds will pay for substitutes.
- Staff will collaborate with BEA, Literacy Coach, ULSS team, Math Coaches and other district staff to identify focus students in order to track student progress to ensure academic success during staff and collaboration meetings twice a month.
- Qualified teachers may choose the alternative evaluation process to conduct lesson study with district peers.

Start and Completion Date:

August 09-0June 10

	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Total Expenditures in Goal 1:	1,006.00								

VIII. Planned Improvements in Student Performance (continued)

Goal #3: Partner meaningfully with parents from K-5 at Jefferson School

Goal Statement:

Jefferson School will:

- Develop a plan for increasing staff to support parent involvement in the schools.
- Provide parent forums and educational events on topics identified as critical by diverse parent groups, in formats that honor the cultures and languages of the participants
- Partner with parent groups, parent involvement staff and district departments in our efforts to strengthen parent-school relationships
- Provide direct support to parents/guardians at Jefferson School.

Student groups and grade levels to participate in this goal:

Jefferson's parents/guardians- school wide

Anticipated annual performance growth for each group:

Increased parent/guardian involvement in school wide events and site committees.

Increased membership in the following groups: African American Parent/Guardian Group, Latino Family Group, ELAC committee, PTA, School Site Council, Project Color,

Increased attendance at parent/guardian forums, parent/guardian-teacher conferences, Open House, Back to School Night

Means of evaluating progress toward this goal:

Participation in all school wide events and committees will be measured by noting attendance in/at all school events, committees and forums using sign in sheets and informal counts.

Group data to be collected to measure academic gains:

Sign in sheets
School wide survey
Committee rosters
volunteering

Total Expenditures in this Goal: 1,937.00

Description of Specific Actions to Meet This Goal

Action #1:

Jefferson School will provide parent forums and educational events on topics identified as critical by diverse parent/guardian groups including:

- Workshops for English Language Learner families: Understanding the CELDT, Report Card and teacher conferencing
- Reading with your child at home
- Overcoming the "Summer Slump"
- Helping your child with Social Conflicts and Bullying
- Homework
- Parenting workshops on diverse topics
- GATE
- Other workshops as identified by parent/guardian need

Site will collaborate with all relevant district offices and will provide translation for Spanish speaking families and other non- English speakers as available.

Teacher hourly and Parent Involvement funds will be used to fund workshops including: food, childcare, meeting facilitators, materials and supplies

Start and Completion Date:

August 09- June 10

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Parent Involvement	1937								

Action #2:

Jefferson staff will partner with Family and Community Partnerships office, District PTA, DELAC and other district parent/guardian groups to train and support site parent/guardian groups to strengthen their capacity to collaborate with principal and school staff on issues that impact student achievement and well being.

These groups include:

- African American Parent/Guardian Group
- Latino Families Group
- ELAC
- PTA
- Project Color
- LGBTQ Parent/Guardian Group
- All other groups to be formed based on parent/guardian interest
- School Governance Council

Start and Completion Date:

August 09- June 10

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
materials and supplies for groups									

Action #3:

Jefferson will hold school wide community events including: Multicultural Family Night, Black History Block Party, Chinese New Year Assembly, Kwanza, Mayfair, Open House, Back to School Night, Family Art Night, Family Math Night, Annual Community Meeting and Breakfast and other events as identified by the PTA and School staff that involve parents/guardians in our school community.

Funding for events: PTA, grants

Start and Completion Date:

August 09- June 10

Action #4:

Jefferson school staff will strengthen relationships with parents/guardians by conducting regular Student Study Team meetings with parents and guardians for students in need of social/emotional and educational support. Site Student Study Team Coordinator will schedule all meetings, record notes and facilitate follow up.

Jefferson school's ULSS team will meet twice a month to strategize regarding student and parent/guardian needs and supports. ULSS will coordinate support services including: dental, hearing and vision testing, homelessness services, public health nurse supports and other support needs that arise.

Start and Completion Date:

August 09-June 10

	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Total Expenditures in Goal 1:	1,937.00								

VIII. Planned Improvements in Student Performance (continued)

Goal #4: Improving Student Achievement by development and support of the Whole Child.

Goal Statement:

Jefferson School will enhance the development of the whole child by providing an enriched and engaging environment that is safe and supportive for all children.

- Provide learning experiences that focus on artistic and creative development :
- Provide learning experiences to all students that encourage life long habits of health and well being.
- Recognize students school wide for accomplishments in both academic, art and social areas.

Student groups and grade levels to participate in this goal:

All students in grades K-5 school wide

Anticipated annual performance growth for each group:

100% of all students, K-5, will achieve at least one year's growth

90% of all students in each subgroup scoring Advanced or Proficient will maintain or improve their previous score.

70% of all students in each subgroup scoring basic will improve their previous score, scoring near or at Proficient

35% of all students in each subgroup scoring Below or Far Below Basic will improve their previous score, scoring at Basic or Proficient

Students' progress towards meeting grade level standards will be monitored

- diagnostics that show pre-requisite skills obtained prior to instruction,
- formative and summative assessments aligned with instruction,
- a record of teacher observations and progress reports,
- student self-assessments,
- student interviews,
- completion of homework,
- student work that is discussed and evaluated based on the standards at least once a month during teacher collaboration meetings, and
- "snapshot" meetings held at the beginning of the year and at least every 8 weeks to discuss students' progress in each grade level; this meeting is held with the classroom teacher and a team of support staff who provide expertise, brainstorm action steps, and instructional support for teachers of students who struggle to meet grade level standards

Means of evaluating progress toward this goal:

On a regular basis , teachers, principal and intervention staff will evaluate the progress of all students through:

Snapshot Conferences

Student Study Teams

Response to Intervention reports

Teachers will engage in-depth assessment and examination of student progress

Analysis of student assessment data for each assessment periods

ULSS case management meetings

Collaboration, grade level and staff meetings

Group data to be collected to measure academic gains:

- CST/STAR
- DRA/QRI
- Every Day Math assessments
- District Math assessments
- BEAR
- CELDT
- Snapshot results
- Pre and Post intervention assessments
- BUSD writing assessments

Total Expenditures in this Goal: 34,368.00

Description of Specific Actions to Meet This Goal

Action #1:

PTA funded YMCA PE Program- 45 minutes of PE and supervision and activities coordination at all recesses.
 PTA and Site funded Yard activities coordinator - coordination of all morning and lunch recesses

Start and Completion Date:

August 09- June 10

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Yard Activities Coordinator								12,368	
YMCA PE								22,000	

Action #2:

Art instruction in all K-5 classrooms with the district Art Anchor Grant

Start and Completion Date:

August 08-June 10

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Art Anchor Program									

Action #3:

Jefferson School PTA will provide after school enrichment classes on a fee based program with scholarships for students available for all enrichment classes.

Start and Completion Date:

August 09-June 10

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Enrichment Scholarships									

Action #4:

Counselor will provide services to: individual students, small groups and whole class. Counselor will coordinate Conflict Management Program and participate on BEST team.

Start and Completion Date:

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Counselor									

	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Total Expenditures in Goal 1:								34,368.00	

Appendix A - Program Summary: Jefferson Elementary School

Goal 1	
Continue to build and implement a K-5 comprehensive and aligned system of core curriculum; instruction, assessment and intervention.	
Title I	19,294.00
EIA-LEP	11,662.00
EIA-SCE	5,000.00
SLIP	
GATE	
BSEP	64,124.67
ELAP	
PTA	4,000.00
Other	
Total	104,080.67

Goal 2	
Strengthen the ability of Jefferson's staff to educate a diverse student body.	
Title I	1,006.00
EIA-LEP	
EIA-SCE	
SLIP	
GATE	
BSEP	
ELAP	
PTA	
Other	
Total	1,006.00

Goal 3	
Partner meaningfully with parents from K-5 at Jefferson School	
Title I	1,937.00
EIA-LEP	
EIA-SCE	
SLIP	
GATE	
BSEP	
ELAP	
PTA	
Other	
Total	1,937.00

Goal 4	
Improving Student Achievement by development and support of the Whole Child.	
Title I	
EIA-LEP	
EIA-SCE	
SLIP	
GATE	
BSEP	
ELAP	
PTA	34,368.00
Other	
Total	34,368.00

Goal 5	
Title I	
EIA-LEP	
EIA-SCE	
SLIP	
GATE	
BSEP	
ELAP	
PTA	
Other	
Total	

Total Expenditures	
Title I	22,237.00
EIA-LEP	11,662.00
EIA-SCE	5,000.00
SLIP	
GATE	
BSEP	64,124.67
ELAP	
PTA	38,368.00
Other	
Total	141,391.67

Total Allocation*	
Title I	22,237
EIA-LEP	11,662
EIA-SCE	6,006
SLIP	
GATE	
BSEP	64,524
ELAP	
PTA	
Other	
Total	104,429.00

Funds to Allocate	
Title I	
EIA-LEP	
EIA-SCE	1,006.00
SLIP	
GATE	
BSEP	399.33
ELAP	
PTA	-38,368.00
Other	
Total	-36,962.67

* Please complete the yellow "Total Allocation" section of the template so the formulas can function correctly.

Appendix B - Preliminary Site Budget Allocations

**Berkeley Unified School District
Office of Educational Services
Preliminary Site Budget Allocations
FY 2010 - 2011**

#	LOC	SCHOOL SITES	FY 2009-10 CBEDS Enrollment	(A) BSEP/Measure A FD 04, RS 0852 228/ Pupil	(B)		(C)	(D)	(E)	(F)	(G=A+B+C+D+E+F) Total Preliminary 2010-11 Allocations (3/12/2010)
					Title I, Part A (Basic)		Title I, A (Stimulus)	EIA Funds			
					Basic Apport. RS 3010	Parent Involve. RS 3010	New Allocation RS 3011	ELL RS 7091	SCE RS 7090		
1	112	Cragmont	418	95,304	22,164	439	8,250	23,324	9,147	158,628	
2	113	Emerson	314	71,592	23,747	470	8,839	17,493	8,157	130,298	
3	116	Jefferson	283	64,524	15,975	316	5,946	11,662	6,006	104,429	
4	118	LeConte	317	72,276	22,554	518	9,750	28,625	11,613	145,336	
5	126	Malcolm X	411	93,708	30,367	601	11,304	15,904	9,740	161,624	
6	128	John Muir	231	52,668	17,271	342	6,429	11,927	6,187	94,824	
7	119	Oxford	294	67,032	17,414	345	6,482	12,987	5,957	110,217	
8	124	Rosa Parks	422	96,216	24,041	553	10,393	35,252	13,582	180,037	
9	120	Thousand Oaks	443	101,004	26,891	618	11,625	36,047	12,422	188,607	
10	121	Washington	342	77,976	23,747	470	8,839	21,999	9,280	142,311	
11	123	Arts Magnet	364	82,992	21,314	490	9,214	15,638	8,567	138,215	
11		Total K-5 Schools	3,839	875,292	245,485	5,162	97,071	230,858	100,658	1,554,526	
1	132	King	931	212,268	51,799	1,191	22,394	34,457	21,787	343,896	
2	127	Longfellow	422	96,216	29,121	669	12,589	12,457	10,948	162,000	
3	131	Willard	479	109,212	33,211	763	14,357	11,397	12,495	181,435	
3		Total 6-8 Schools	1,832	417,696	114,131	2,623	49,340	58,311	45,230	687,331	
1	137	BHS	3,337	726,636	---	---	---	67,588	49,689	843,913	
2	136	B-Tech*	137	34,200	8,303	191	3,589	3,181	5,691	55,155	
3	135	Ind. Study**	-	34,200	-	-	-	-	-	34,200	
3		Total 9-12 Schools	3,474	795,036	8,303	191	3,589	70,769	55,380	933,268	

#	LOC	SCHOOL SITES	FY 2009-10 CBEDS Enrollment	(A)	(B)	(C)	(D)	(E)	(F)	(G=A+B+C+D+E+F)
				BSEP/Measure A FD 04, RS 0852 228/ Pupil	Title I, Part A (Basic)		Title I, A (Stimulus)	EIA Funds		Total Preliminary 2010-11 Allocations (3/12/2010)
					Basic Apport. RS 3010	Parent Involve. RS 3010	New Allocation RS 3011	ELL RS 7091	SCE RS 7090	
1	262	Early Childhood***		86,640	7,219	---	---	---	---	93,859
1		Total Pre-k	-	86,640	7,219	---	---	---	---	93,859
18		TOTAL DISTRICT	9,145	2,174,664	375,138	7,976	150,000	359,938	201,268	3,268,984

Notes for BSEP Funding:

* B-Tech receives funding for 150 students.

** 150 students included in BHS number.

*** Early Childhood receives funding for 380 students.

Appendix C - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)
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 informal 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, DRA and QRI, given 3 times yearly and record student comprehension and fluency levels. Assessments for spelling (BEAR, DOLCH), and reading (Running Records), and math are also used to assess 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 instructed staff on the use of our schoolwide Assessment Wall to post most-recent reading/writing data. Local math assessments are given at the end of each chapter and 3 times yearly.

State assessments identify student proficiency and provide data for analysis of effective instructional practice. CELDT is administered to all EL students each fall to provide information on their academic progress. Student assessments guide the individualized development of curriculum units, instruction, and strategies. 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.

The Raven test is administered to all 3rd grade students. Those scoring at a specific level are designated as gifted students, and teachers differentiate curriculum for them. Each teacher has been trained on using the model to support/increase student learning for gifted students. This approach is supported by legislation passed in California in 2001 that shifts the focus of GATE programming from "pull out" classes to teaching strategies and content that are integrated into all classrooms. Many of these strategies are integral parts of most Berkeley schools including GLAD, Math Assessment Collaborative (MAC), differentiated instruction, Writing Workshop, enrichment through art, cooking, gardening, and after school programs.

In addition every teacher formally plans and assesses their own teaching plans and delivery.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)
Student assessments guide the individualized development of curriculum units, instruction, and strategies. 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.

Weekly gathered data, running records and BEAR spelling assessments, guide the development of literacy and spelling groups and designate just-right book levels for guided reading instruction and specific spelling lessons.

The Coordination of Services Team, ULSS, and RTI team uses data wise information to choose students for specific intervention services.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)
Jefferson teachers all hold full credentials. None of the faculty holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. None of our staff holds an emergency permit. About 95% of the teachers at Jefferson hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 91 percent.
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
District-mandated curriculum materials are adopted, then staff receives many hours of District and Site-level training. In 2008-2010, classroom teachers were trained monthly in the new math adoption, Everyday Mathematics. In addition professional development continued during staff development days and Wednesday afternoon staff and collaboration meetings on site.
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)
Teachers receive whole group Literacy and Math training on Wednesday afternoons. This training is conducted either at the school site or at a district -designated site for grade level teachers in the school district.
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
Staff meet at a before school staff retreat to develop curriculum maps that align instruction to content standards. Maps are made according to a year long schedule. Instruction is tailored to student need through the use of analysis of student assessment results. Professional development is ongoing, beginning at the August staff retreat and continuing throughout the school year. Professional development includes the following content areas: Mathematics, Language Arts, Science, Social Studies, Positive Behavior- School wide Discipline, Art, Music and Physical Education.
7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
Literacy instructional assistance is provided by the Response to Intervention team (RTI). The team is composed of a Literacy Teachers and two Special Education (Learning Center) teachers.

RTI teachers also model writing and spelling lessons, then co-teach to build teacher skills.

District math leaders model lessons, help teachers build Everyday Math curriculum, and set up yearly math teaching plans.

ULSS team coordinates formation of RTI groups that are implemented in our Learning Center by our ULSS team that includes: Special Education teachers and Literacy Teacher.
8. Teacher collaboration by grade level (EPC)
Teachers meet at regular intervals during Wednesday staff and collaboration meetings to collaborate at grade levels. Teachers attend BUSD professional development workshops throughout the school year that focus on English-Language Arts and Mathematics.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
Teachers follow the designated grade-level state standards to build their curriculum units; and all teachers use state/district mandated materials to teach units in math, literacy, science, and social studies. Specific performance standards for each curriculum area is designated, and students are expected to make grade-level progress.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)
Jefferson School adheres to recommended instructional minutes for reading/language arts and mathematics. Jefferson school has a dedicated literacy block in K-3rd grades devoted to best practices in literacy.

1. Grades 4-5 minutes based on the average day of 305 instructional minutes, with no allowance for passing time or transitions. (Note that there are 315 minutes on MTThF and 265 minutes on Wednesday.)

Daily minutes:

90 English Language Arts (some of the language arts' minutes can be combined with social studies and science curriculums)

30 English Learner Development

60 math

2. Grades 1-2-3, based on 285 daily instructional minutes, with no allowance for passing times.

Daily minutes:

120 English Language Arts (with 45 for writing and 75 for reading, including reading in the content areas)

30 English Learner Development

60 math

3. Kindergarten, based on 260 daily instructional minutes with no allowance for passing times.

Daily minutes:

60 English Language Arts

30 English Learner Development and other ELA interventions

50 math, including interventions

11. Lesson pacing schedule (EPC)

Teachers meet regularly to build yearly pacing schedules and curriculum maps for all curriculum areas. To ensure that all students receive the complete standards-based curriculum Teachers meet by grade levels in September and throughout the school year to design, then refine their pacing/teaching guides with their grade-level teams.

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

Standards' based instructional materials are used at every grade level. If the major state mandated materials do not address the needs of sub-groups of students, such as English Learners or Title 1 students, additional state-acceptable materials are selected and used to ensure that every group is instructed in learning the standards. Jefferson teachers use the English Learner curriculum, EL-specific guided reading books, and Lucy Calkins Units of Study writing program to better meet the needs of English Learner students. The newly adopted EL materials (2009-2310) will be used by all teachers.

The RTI team assists the teachers by instructing small groups of students with the standards' based strategies that specifically address how the English Learner students learn best. Similar differentiated focus is used to meet the needs of Title I students, GATE students, and Special Education students. The additional materials have been purchased by funds provided by the Berkeley Schools Enrichment Project and the Berkeley Public Education Foundation. Science Curriculum is California standards' based for K-5. Teachers study all materials to determine if they are grade-level appropriate and include the grade-level standards. Students are instructed in grade level content.

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

Teachers use SBE-adopted, standards-aligned instructional materials. Intervention materials are adopted for specific levels and student needs from the State-accepted list of materials.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)
All students are taught grade-level standards using state-mandated materials. The Language Arts' Curriculum, Houghton Mifflin, Best Practices for Literacy, Lucy Calkins writing, and specific spelling interventions (BEAR spelling) are used to ensure students receive scaffold lessons and are taught in small groups or through one-on-one teaching. Teachers individualize amount of work, simplify page designs, and repeat lessons in several different formats for underperforming students. The standards-based Washington developed CARE/GLAD plan assists teachers in planning equitable lessons that have specific protocols for engagement, racially defined strategies, and brain-research models for access to knowledge.

The math curriculum, Everyday Math, guides teachers in extending learning for underperforming students and presenting content in various formats and with more frequent repetitions/interventions. Every Day Math is used as a supplemental program to assist students in gaining repeated exposure to key math concepts at their grade level.

Assessment data is used to carefully monitor underperforming students to ensure students are taught the next-step lessons and assure that they receive more frequent small-group help.

Our ULSS system supports teachers formation of leveled small groups for literacy instruction, Assessment Walls, Attendance data, Data wise assessments, BEST interventions.

Various meetings and data help intervene to diagnose issues: Information from SST meetings, conferences, District assessment data (Data wise), grade-level meetings, ,Snapshot meetings, SARB meetings, observations, and the assessment Literacy Wall. Underperforming students receive services from the RTI teachers, classroom teachers, after-school program, CAL tutors, literacy trained adult volunteers, Bay Area Children First counselor, and City Nursing services intervention. Additional community agencies help with specific interventions. Jefferson School implements an after school intervention program that serves K-5 students in 5- 6 week sessions throughout the school year. Students are pre-taught regular classroom curriculum in advance of the regular classroom schedule.

BUSD Math and English Learner coaches offer ongoing professional development for staff.

Parents/guardians are engaged in various group activities and programs. The parent groups for African American, Latino, and other parents in PTA, meet regularly to create community connections and to assist with positive school climate events, and celebrations, such as the Black History Block Party , Multicultural Potluck Night, Project Color- art school beautification program , Welcome Barbeques, and potlucks, Family Math Night, Family Art Night and the Community Meeting and Breakfast. Parent education events, "Defeating the Summer Reading Slump", "Understanding Your Child's CELDT Score", " Understanding Your Child's Report Card", " Homework Workshop for Parents/Guardians" and others including how to assist students in math a, equity discussions, and ongoing community building. Parent/guardians volunteer in classrooms and throughout the school.

15. Research-based educational practices to raise student achievement at this school (NCLB)
Brain-researched strategies and teaching methods, enhancing learning for all types of student learning styles, combine with the best ways to integrate curriculum units, such as the use of thematic teaching. Teachers study and use culturally relevant teaching strategies. Jefferson teachers have combined several practices including: Best practices in Literacy and GLAD (Guided Language Acquisition Strategies) in a curriculum that maximizes achievement. Teacher uses these units as research for building their own knowledge base and coaches at least two other teachers in the development of their teaching practices.

Students receive individualized instruction, enhanced instruction time, and scaffold lessons to increase learning success. Teachers use research-based practices when teaching guided reading, spelling, and math.

Specialists support individual students with the delivery of targeted educational strategies and methods, including Read Naturally, SIPS, Guided Reading, and Making Math Real.

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

Learning time for individual students is maximized through the use of small group instruction and centers-based learning both in the regular education setting and in the Learning Center Parents, community volunteers, and university students volunteer to support student learning.

Jefferson School implements the Response to Intervention model. Student needs are assessed and evaluated during a variety of meetings including: Snapshot meetings, SST's, IEP's , staff and collaboration meetings.

Increased learning time also occurs when special education and literacy teachers work with small groups or individual students (Reading Recovery). Students receive increased, specific instruction daily.

Jefferson's Read Naturally lab teaches students comprehension and fluency, and is coordinated through ULSS.

Jefferson's after school intervention program, Afterschool Learning Program (ALP) is taught by site teachers and offers students extended learning time during after school classes. Students are identified for classes that meet during 6 week cycles throughout the school year and are pretaught grade level curriculum in advance of the regular education curriculum schedule.

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

Meetings between preschool teachers, teachers and Special Education staff are held to discuss student needs. Jefferson school invites incoming Kindergarten families to a variety of events prior to the start of the school year.

Involvement

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

Students participate in the Afterschool Learning Program that provides academic intervention, Voyager after school program that provides academic support, enrichment and sports, BEARS that provides academic support, enrichment and recreation, and a wide variety of scholarship supported PTA enrichment classes including: Gardening,

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

Jefferson School sponsors a variety of parent / guardian workshops and groups throughout the school year that are targeted to identified parent/guardian interest and need. They include: African American Parents Group, Latino Families Group, PTA, Project Color, and the Gardening Club. Workshops focus on reading, math, homework, social skills and bullying, understanding CELDT, report cards, conferencing with teachers, and a host of other topics generated by staff and parents/guardians.

Jefferson School holds yearly Back to School Night, Open House, report card conferences, SST's and IEP meetings throughout the school year.

Jefferson School's Community Meeting and Breakfast brings together over 60% of our parent/guardian community who engage in whole group, and a variety of facilitated small group sessions that give them the opportunity to discuss Jefferson's programs, the learning and social needs of their students, and is instrumental in building connectedness to our school for diverse families.

Jefferson School uses a wide variety of strategies to involve all of our families including: flyers ,mailings to specific families, school wide mailings, monthly newsletter, phone calls, leafleting at all school wide events and programs, coordination with the office of Family and Community Resources, language translation and one to one -in person communication,

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

Jefferson School's School Governance Council fully participated in the planning, implementation and evaluation of consolidated application programs. The larger community actively participated in evaluation of Jefferson's programs during our Community Meeting.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)
Funding is used for materials to support and increase the academic abilities of second language learners. Teachers are being trained in the newly adopted EL program and all use Guided Reading Plus (enhanced guided reading strategies) daily in their classrooms. English Learner staff development and mentoring are provided by a District-paid English Learner Coach

Data guides the work of the entire staff including the Reading Recovery/ Literacy Coach Teacher and Special education teachers (RTI Team) who instruct all in the techniques of in-class guided reading and literacy block curriculum. Three members of RTI teach one-on-one reading strategies to the lowest group of students in 1-5th grades. .

Underperforming students receive assistance from RTI teachers and three Instructional Assistants. Their services are coordinated with the classroom teacher to target the same learning goals outlined in the student's Individual Education Plans and regular education plans.

The ULSS coordinator implements all ULSS services that enables low performing students to have greater access to needed supports so they can be successful meeting standards.

22. Fiscal support (EPC)

Fiscal school support is provided through the BUSD general fund, District and teacher/parent generated grants, parent fund raising, and State and Federal monies. In addition, the city BSEP funds support the school with educational materials, lower class sizes, a Librarian and books, enrichment programs, and physical improvements.

Appendix D - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

I realize my education is important and I am responsible for my success. I will:

- Get ready for school on time every day.
- Make an effort to do my best to learn.
- Be a cooperative learner.
- Ask for help when I need it.
- Work out conflicts in positive, nonviolent ways.
- Be responsible for my own behavior and respect all other children and adults.
- Complete assignments and return homework on time to my teacher.
- Bring newsletters and notices home to my parent/Guardians.

Parents Pledge:

I understand that my involvement in my child's education is essential to his/her success. I will:

- See that my child attends school regularly and is on time.
- Make sure my student gets adequate sleep and has a healthy diet.
- Encourage my child to try his/her best.
- Provide a quiet place and time for my child to do homework.
- Check to see that my child completes and returns all homework on time.
- Set aside time during the week to spend with my child reading, writing, listening and talking.
- Treat my child's teacher and other school staff with courtesy and respect.
- Attend Back to School Night, Parent-Teacher Conferences, Open House and other school events.
- Support and respect the school district's homework, discipline and attendance policies.
- Review all school communications.

Staff Pledge:

We understand the importance of the school experience to every child and our role as educators and role models. We will:

- Teach the California State Standards appropriate for the student's grade.
- Have high expectations for students, other staff, and ourselves.
- Model the philosophy of lifelong learning through ongoing professional development and training.
- Help children resolve conflicts in positive, nonviolent ways.
- Communicate with parents and guardians regarding students' progress.
- Treat students, parents, caregivers, and other staff with courtesy and respect.
- Provide a safe, positive and healthy learning environment for every student.
- Communicate homework and class expectations.
- Respect the cultural differences of students and their families.

As members of the Jefferson educational community, together as partners, we will uphold the intent of this COMPACT FOR LEARNING.