

# The Single Plan for Student Achievement

## Emerson Elementary School

School Name

01-61143-6090211

CDS Code

Date of this revision: 4/20/11

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

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

Contact Person: Susan Hodge  
Position: Principal  
Telephone Number: (510) 644-6890  
Address: 2800 Forest Ave.  
Berkeley, CA 94705  
E-mail Address: susan\_hodge@berkeley.k12.ca.us

## Berkeley Unified School District

School District

Superintendent: William Huyett  
Telephone Number: (510) 644-6206  
Address: 2134 Martin Luther King Jr. Way  
Berkeley, CA 94704  
E-mail Address: william\_huyett@berkeley.k12.ca.us

The District Governing Board approved this revision of the School Plan on .

# I. Consolidated School Plan for Educating The Whole Child

<b>School Name:</b> Emerson Elementary School	<b>School Year:</b>
-----------------------------------------------	---------------------

**Summary of School Goals:**

1. Increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum, and aligned assessments.
2. Implement strategies to engage students in their learning and interventions to eliminate barriers to student success, ensuring that all systems are culturally and linguistically responsive to the need of our students and their families.
3. Establish partnerships with our families and community to increase academic success for all students.

**Site Committee Representatives:**

Parents/Community	Staff
(Chair): Katherine Perymon	(Principal): Susan Hodge
(Co-Chair, if applicable): Ellen Kinoy	(Teacher): Jamie Carlson
Mila Visser't Hooft	(Teacher): Stefani Maida
Loretta Koll	(Teacher): Holen Robie
Wim van Kees	(Classified): Michelle Miguelez
Ellen Kinoy	Kim Shevelson
Dawn Paxson	Lori Perenon
Sara Guillen	Jeannie Wang

**Signatures required for the following:**

BSEP Planning & Oversight Committee Representative:

\_\_\_\_\_

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 4/20/2011.
8. This school plan was adopted by the School Governance Council on 4/21/10.

Susan Hodge

Principal

Signature

Date

Katherine Perymon

School Governance Council Chair

Signature

Date

Christina Faulkner

Director, Curriculum & Instruction

Signature

Date

Nancy Hoeffler

Manager, Berkeley Schools Excellence Program

Signature

Date

Neil Smith

Assistant Superintendent, Educational Services

Signature

Date



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

#### **Vision Statement:**

At Emerson Elementary School students will approach all learning experiences with confidence, curiosity, ability, and joy. Students will reach for high personal goals with integrity, compassion, and respect.

#### **Mission Statement:**

Emerson is committed to a/an:

- Learning environment that is stimulating, diverse, and rich in opportunities;
- Enriched course of study that is informed by state and district standards and includes art, music, science, diversity education, cooking and gardening, athletics, and social skills development;
- Alliance of dedicated collaborative members including the principal, classroom and intervention teachers, tutors, families, and district and community representatives working together to support the achievement and well being of all students;
- Recognition of achievement and citizenship through high, consistent expectations, assessment, feedback, and support;
- Nurturing diversity by recognizing and supporting a wide range of learning styles and modes of expression, by building a respect for diversity through culturally responsive teaching and learning strategies and curriculum, and by incorporating Family Diversity curriculum into our instruction.

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

Emerson Elementary is a K-5 school located in South East Berkeley near the U C campus. Built over 100 years ago, the campus has been modernized over the years and now holds 15 classrooms, several small learning spaces, a cafeteria/auditorium with a stage, a large, well stocked library, a vegetable and fruit garden, and a safe, enclosed school yard with benches, trees and other play spaces.

Our population of slightly over 300 students reflects the diverse racial, ethnic, and linguistic richness of the Bay Area. According to our most recent numbers, our student body is 31% Caucasian, 23% African American, 25% Latino, 13% multi-ethnic or other, and 8% Asian. On average, over 53% of our families qualify for free or reduced lunches and 19% are English Language Learners. Students who graduate from our school typically go on to attend Willard and Longfellow Middle Schools and Berkeley High School. Our kindergarten day is from 8:10 to 1:30 while students in grades 1 - 5 attend from 8:10 to 2:20. On Wednesdays, all students are dismissed at 1:30 to allow for teacher collaboration. A healthy, well-balanced lunch is available for purchase each day and all students are provided a free, nutritious breakfast each morning.

Emerson prides itself on its highly trained, well educated, close knit group of teachers who collaborate to provide an enriching, well-rounded curriculum to all of our students. Teachers hold high expectations for all students and work to actively engage and support all learners. In addition to daily reading, writing, and math instruction, students benefit from weekly lessons in science, social studies, art, music and physical education. In cooking and gardening classes students learn life long practices of health and sustainability. We have a mobile lab of 19 laptop computers, and all classrooms have internet access. Additional support and enrichment is provided by the Emerson Intervention team, daily tutoring, after school reading and language classes, and Kids' World (our after school program).

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

### **A. Data Analysis (See Section IV)**

see data analysis attachments

### **B. Surveys**

This year the SGC collaborated with the PTA and Kids' World (our after school LEARNS program) to create our annual school wide survey. The survey was made available in English and Spanish, on line and in hard copy and approximately 66% of our families responded. In the area of safety, families overwhelmingly report that their children feel safe and secure at Emerson, both physically and emotionally. Over 96% of respondents feel that the staff at Emerson has the well-being of their children in mind and respects, values, and builds on the experience, culture, ethnicity and family diversity of the students. Parents report that their children feel slightly less well supervised or hard to locate during Kids' World but there were numerous comments about the excellent staff in the program. A few families commented that K students have a hard transition into the after school program and could benefit from a more gentle beginning. A major ongoing focus of the school and district is to close the achievement gap. The SGC asked several questions to determine parent familiarity with the achievement gap and Emerson School's efforts to close it. 74% of families feel that they know what the term "achievement gap" means; 32% of our families are not aware of our math tutoring program, and 23% have no awareness of our one on one and small group instructional specialist programs. As we suspected, we need to do more outreach to explain what we are doing at school to meet the needs of all of our students. See Survey Summary attachment for more details.

### **C. Classroom Observations**

The principal visits and observes all classrooms on a regular basis. Teachers are evaluated every other year through a formal observation process. Teachers may also engage in Lesson Study or Action Research Projects as an Alternative Evaluation Process. Through formal observations and walk-through visits the following has been observed: All classroom teachers in all grades are teaching Reading and Writing through the Teachers' College Reading and Writing Workshop program. Daily mini-lessons are taught and students spend significant time reading "just right books" at their level. All teachers are implementing Everyday Math and are supplementing the program as needed. In all curricular areas, well planned lessons are taught on a daily basis; increased time and resources are directed toward students who are below grade level in reading, writing, and math and extension activities are provided for students who need an extra challenge. 100% of Emerson teachers use positive behavior management techniques and participate in our monthly citizenship superstar program. Two-thirds of the teachers have been trained using Culturally Relevant Teaching and Learning strategies and the principal has observed evidence of these strategies being used in those classrooms and more on a daily basis.

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

Student work is examined on a regular basis. Three times a year teachers engage in an extensive examination of student progress and report the results to parents and guardians through report cards. At regular intervals throughout the year, teachers take time at team and staff meetings to take a close look at the achievement of target students in specific areas such as reading, writing, or spelling. Student work samples such as writing pieces, running records for reading, math quizzes and spelling tests are analyzed in order to assess learning and plan instruction to meet student needs. In addition to student work, teachers review student performance on state assessments such as the CST and CELDT, and local assessments such as the DRA/QRI, the district writing assessments, BEAR spelling inventory, etc. Teachers adjust instructional practices and grouping based on student progress throughout the year. Emerson's ULSS Team regularly reviews student progress and development and coordinates interventions to meet the needs of the students.

### **E. Analysis of Current Instructional Program (See Appendix E)**

## **VI. Description of Barriers and Related School Goals**

Despite clear goals, outstanding teachers, an articulated curriculum, and intervention support there are still children who are under-performing at our school. Limitations include: insufficient minutes in the school day for all academic, enrichment and intervention needs; not enough staff to provide interventions during and after school; and finally, insufficient funding to hire needed personnel. Attendance of specific students can also be a mitigating factor. While we have academic, mental and public health support for families, some children still suffer from a lack of stability and support at home and are not flourishing. District support for literacy has been outstanding; literacy coaches have received ongoing, relevant training through the District Literacy Coach and in turn provide consistent support to teachers and direct service to students. Due to this training, collaboration, and support, major academic gains have been made in the areas of reading and writing. Continued support of this kind will be needed to meet the needs of students who have not yet achieved fluency in reading and writing. We are in our third year of using a new math program which all teachers have been trained to use and we supplement the program as needed. Finally, there is a need for more support to students and families before they start Kindergarten and during the summers to support the development of literacy.

## 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	204	206	46	55	55	49	54	55	13	14	20
Growth API	818	842	858		963	984		764	774			
Base API	795	807	842			963	686	714	762			
Target	5	A	A			A		5	5			
Growth	23	35	16			21		50	12			
Met Target	Yes	Yes	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	32	38	52	30	39	42	89	93	109	28	23	27
Growth API			786				724	736	775			
Base API							720	723	736			
Target							5	5	5			
Growth							4	13	39			
Met Target							No	Yes	Yes			

VII. School and Student Performance Data (continued)

**Table 2 – Title III Accountability (District Data)**

AMAO 1	Annual Growth		
	2007-08	2008-09	2009-10
Number of Annual Testers	962	995	991
Percent with Prior Year Data	90.5	88.5	99.2
Number in Cohort	871	881	983
Number Met	511	532	600
Percent Met	58.7	60.4	61.0
NCLB Target	50.1	51.6	56
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency			
	2007-08	2008-09	2009-10	
	All Students	All Students	Years of EL instruction	
			Less Than 5	More Than 5
Number in Cohort	450	450	942	354
Number Met	182	200	208	169
Percent Met	40.4	44.4	22.1	47.7
NCLB Target	28.9	30.6	17.4	41.3
Met Target	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2007-08	2008-09	2009-10
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	<b>No</b>

**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	100	99	98	100	99	97	100	99	99	100	100	100
Number At or Above Proficient	103	126	143	40	48	52	21	26	28	7	7	15
Percent At or Above Proficient	57.2	61.8	69.4	83.3	87.3	94.5	42.0	48.1	50.9	53.8	50.0	75.0
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	Yes	Yes	Yes	--	Yes	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	100	100	100	98	98	100	93	94
Number At or Above Proficient	11	17	28	7	14	20	37	33	58	14	11	16
Percent At or Above Proficient	33.3	44.7	53.8	22.6	35.9	47.6	40.2	35.5	53.2	42.4	47.8	59.3
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	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	100	98	98	100	99	97	100	99	97	100	100	100
Number At or Above Proficient	117	129	137	43	52	52	20	21	26	10	10	14
Percent At or Above Proficient	65.0	63.5	66.8	89.6	94.5	94.5	40.0	38.9	48.1	76.9	71.4	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	Yes	--	Yes	Yes	Yes	No	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	97	97	100	93	90
Number At or Above Proficient	19	18	25	17	18	23	46	39	53	16	8	14
Percent At or Above Proficient	57.6	47.4	48.1	54.8	46.2	54.8	50.0	42.4	49.1	48.5	34.8	53.8
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	--	--	No	--	--	--	Yes	No	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
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>								*			
<b>1</b>	5	31	8	50	3	19					16
<b>2</b>	1	10	2	20	5	50	1	10	1	10	10
<b>3</b>			8	73	2	18	1	9			11
<b>4</b>			6	43	5	36	2	14	1	7	14
<b>5</b>			4	57	3	43					7
<b>Total</b>	6	10	28	47	18	31	5	8	2	3	59

## 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: Increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum, and aligned assessments.**

### **Goal Statement:**

Increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum, and aligned assessments.

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

All students K-5 and all student subgroups: African-American, Latino/Hispanic, White, Asian, English Language Learners, Socio-economically disadvantaged, and Disabled learners.

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

All students will evidence improved academic achievement in the areas of reading, writing, and mathematics:

Growth targets based on the STAR tests:

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 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 or near Basic or Proficient.

75% of EL students will make progress and will reach proficiency as measured by the CELDT.

Overall, 70% of Emerson students will reach proficiency on ELA and math CST.

Growth targets based on local data include:

85% of all students, K-5 will reach grade level proficiency as measured by the DRA/QRI and the Bear spelling inventory

75% will reach proficiency on end of year writing and math assessments.

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

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

- Snapshot meetings
- ULSS meetings
- Case management meetings
- Collaboration and staff meetings
- Progress reporting periods

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

STAR/CST and CMA grades 2-5

CELDT

Reading assessments

Spelling assessments

Writing assessments

Everyday Math assessments

District math assessments

Pre and post intervention assessments

Snapshot meeting results

**Total Expenditures in this Goal: \$68,870**

## Description of Specific Actions to Meet This Goal

**Action #1:**  
Emerson teachers and staff will ensure implementation of a high quality balanced English Language Arts instruction using district adopted practices within a dedicated literacy block. Teachers will implement the Teacher's College Reading and Writing program, word recognition activities, and spelling lessons with the support of the Literacy Coach. Teachers will participate in district wide training and the coach will provide ongoing training to personnel during staff meetings and through model lessons in classes. Teachers will be released (using hourly and full day substitutes) to observe one another and to plan curriculum and instruction. All appropriate and necessary materials will be provided including but not limited to leveled texts, literature circle materials, Zinke word recognition materials, spelling materials, teacher resource books, handwriting materials, test preparation materials, Read Naturally and Quick Read materials (booklets, batteries, listening centers/cds), technology materials such as projectors, document cameras, and mobile carts, writing journals, writing and illustrating materials: pencils, erasers, felt pens, and other classroom materials and furniture. Additionally, staff will seek out and participate in professional development as needed and available. Once available, BSEP carryover funds may be allocated for the purchase of additional materials.

**Start and Completion Date:**  
August 2011- June 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Literacy Coach/Teacher - .22 FTE	1102: Certificated – Monthly	\$12,127			\$10,195			
Substitutes for planning time	1116: Certificated – Hourly					\$3,500		
Materials	4300: Instructional Materials & Equipment	\$9,073						
Professional Development	1116: Certificated – Hourly						\$1,642	

**Action #2:**  
Emerson teachers and staff will ensure implementation of high quality mathematics instruction using Everyday Math program. Teachers will continue to participate in district math collaboration and coaching sessions. Principal and leadership team will dedicate regular staff and team meeting time to the examination of student work and math data for the purpose of instructional planning. Principal will provide teachers with extended meeting time for the purpose of math planning. Teachers will review state math standards, CST released items and EM math scope and sequence in order to coordinate additional instruction and practice in key areas. Students needing additional enrichment or intervention instruction will be supported by a math tutor. Additional and replacement math materials will be purchased as needed. BSEP carryover once available will be allocated for materials.

**Start and Completion Date:**  
August 2010- June 2011

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Substitutes/hourly pay	1116: Certificated – Hourly					\$1,138		
Math tutor/s, hourly	2146: Tutors – Hourly	\$15,000						
Math Materials	4300: Instructional Materials & Equipment	\$500						

**Action #3:**

Emerson teachers and staff will ensure that every English Learner receives 30 minutes of ELD (English Language Development) daily at the appropriate CELDT level.

- Monitor the progress of every EL student in English to ensure that each student is gaining at least one CELDT level a year.
- Literacy coach, Resource teacher, and trained tutor will assess EL students using the CELDT.
- Teachers, Literacy coach and Resource teacher will meet to plan and coordinate ELD instruction during ULSS and snapshot meetings.
- Students will be pulled in leveled groups for ELD instruction using newly adopted ELD adoption.
- Teachers and support staff will track student progress on ELD blue cards and will report student progress to parents on a regular basis.
- High interest, leveled reading books will be provided for EL students.
- Materials for CST preparation will be provided for EL students.
- Additional ELD instruction will be provided by a credentialed teacher paid on an hourly basis
- Credentialed supervision during the 15 minute breakfast period so teachers can provide early morning CELDT lessons

**Start and Completion Date:**

September 2011- June 2012.

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Literacy Coach/Teacher - .09 FTE	1102: Certificated – Monthly				\$3,078	\$6,117		
ELD and Literacy Materials	4300: Instructional Materials & Equipment	\$500						
Teacher hourly for ELD instruction	1116: Certificated – Hourly	\$5,000						
Tutor hourly for CELDT testing and ELD tutoring	2146: Tutors – Hourly				\$1,000			
<b>Total Expenditures in this Goal:</b>		\$42,200	\$0	\$0	\$14,273	\$10,755	\$1,642	\$0

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

**Goal #2: Implement strategies to engage students in their learning and interventions to eliminate barriers to student success, ensuring that all systems are culturally and linguistically responsive to the need of our students and their families.**

**Goal Statement:**

Implement strategies to engage students in their learning and interventions to eliminate barriers to student success, ensuring that all systems are culturally and linguistically responsive to the need of our students and their families.

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

All students in all classrooms

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

All teachers will use culturally responsive instructional techniques and materials on a daily basis. Students will be actively engaged in instruction on a daily basis.

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

Classroom observations to evaluate use of CCRTL materials and strategies, Welcoming School Lessons and Positive Behavior Systems. Teacher evaluation of student engagement in instruction and activities

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

Anecdotal observational data

**Total Expenditures in this Goal: \$87,923**

### Description of Specific Actions to Meet This Goal

---

**Action #1:**

Ensure that all at risk (under-performing, under-served, and/or below grade level) students receive support through the (RtI) Response to Intervention model.

- Staff will collaborate to create a pacing calendar to use as a tool to plan and evaluate instructional pacing in reading, writing, spelling and math.
- Under-performing or struggling students will be identified during snapshot/screening, ULSS (Universal Learning Support Systems), and grade level meetings. The team will identify target areas of intervention for particular groups of students and will formulate intervention goals and plans.
- Literacy coach, Resource and Full Inclusion teachers, classroom teachers and tutor/s will provide intervention instruction in reading, writing, spelling, and math.
- Resource teacher will coordinate ULSS meetings to monitor the coordination of services for and progress of all intervention and special ed students.
- School staff will collaborate throughout the year at ULSS meetings with Berkeley Pubic Mental Health and Public Health nurses to coordinate physical, mental, and emotional support to students in need.
- Select teachers will provide targeted after school instruction to children in need, additional tutors will be provided through the BUILD program who will be coordinated by a classroom teacher, and mentors will be assigned to specific students in need.
- Intervention team will gather data on a 6 - 8 week cycle to analyze student progress and fidelity of services.
- Intervention materials will be purchased as needed including leveled texts, and materials for Read Naturally and Quick Reads, standards based curricular review and test preparation, Zinke word recognition, and other intervention materials.
- Hold snapshot meetings at the beginning, middle, and end of school year to assess student progress, review interventions, and determine needs. Hold regular ULSS meetings with site intervention staff, mentoring and afterschool staff, and mental and public health representatives to determine, discuss, and track student services and progress. During weekly team and staff meetings, literacy coach will work with teachers to identify and track the progress of "focus students" throughout the school year. The progress of all students will be monitored during team, staff, snapshot, and ULSS meetings. ULSS coordinator will be paid hourly to plan, schedule, and facilitate ULSS meetings.

**Start and Completion Date:**  
August 2011 - June 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Literacy Coach FTE - .24 FTE	1102: Certificated – Monthly		\$24,468					
Materials	4300: Instructional Materials & Equipment	\$1,000						
Teacher hourly	1116: Certificated – Hourly					\$400		
BUILD Tutors - contract	5800: Contracted Services	\$2,500						
ULSS and BUILD coordination - teacher hourly	1116: Certificated – Hourly					\$1,600		

**Action #2:**  
Emerson teachers and staff will ensure that all students will receive a well rounded instructional program including weekly art and music instruction from credentialed teachers. Art instruction will be standards based and will be correlated with classroom instruction. Music classes will include vocal, rhythm, and instrumental instruction dependent on grade level. Students in all classes will participate in physical education, cooking/nutrition, and gardening classes which will focus on building life long habits of health, well being, and sustainability. A collaboration between Kids' World and the PTA will provide additional opportunities for enrichment such as chess, circus arts, basketball, baseball, and guitar classes. Materials will be provided for art, physical education, and other classes. Alternative to yard play, such as creating a Discovery Zone, will be explored. Staffing and materials for a Discovery Zone can be taken from carryover funds when available.

**Start and Completion Date:**  
August 2011 - June 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Art Teacher - .40 FTE	1102: Certificated – Monthly	\$24,236		\$14,575				
Materials	4300: Instructional Materials & Equipment	\$700						
PE Coach - contract	5800: Contracted Services			\$16,450				
BSEP Reserve	4380: Other / Reserve	\$1,094						

**Action #3:**  
 Teachers will continue to use strategies, materials, and instruction that engage and support all learners. Teachers will meet to collaborate on the planning and evaluation of culturally responsive lessons and Culturally Responsive materials will be purchased to support instruction. Teachers will continue to the Welcoming Schools curriculum to ensure that all students and families feel safe and secure at school. Teachers will meet plan and then teach lessons from the three Welcoming Schools units focusing on bullying, family diversity and gender stereotyping. Staff will implement Positive Behavior Strategies school wide. The Emerson PBS team will meet every other month to coordinate implementation of the program and to review data to evaluate its effectiveness. Positive recognition awards or notes such as Praise Referrals and Good News Notes will be purchased or developed.

**Start and Completion Date:**  
 August 2011- June 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Planning time	1116: Certificated – Hourly					\$400		
Materials	4300: Instructional Materials & Equipment	\$200						

**Action #4:**  
 Ensure that the school is maintained in a safe and healthy manner. Staff will participate in monthly safety drills (fire, earthquake/duck and cover, and shelter in place) and after school staff will practice drills 2 - 3x a year as well. The emergency container will continue to be stocked with safety items and all rooms will be provided with necessary materials. Office safety supplies will be refilled on a regular basis. Needed materials include items such as walkie-talkies, lanterns and batteries for all classrooms, and first aid supplies. An on-site safety committee will coordinate drills, purchases, and the completion of the site safety plan.

**Start and Completion Date:**  
 August 2011 - June 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Emergency Materials	4300: Instructional Materials & Equipment	\$300						

	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
<b>Total Expenditures in this Goal:</b>	\$30,030	\$24,468	\$31,025	\$0	\$2,400	\$0	\$0

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

**Goal #3: Establish partnerships with our families and community to increase academic success for all students.**

**Goal Statement:**

Establish partnerships with our families and community to increase academic success for all students.

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

Parents representative of school population

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

Site plan will address meaningful parent involvement and the demographics of the student population will be reflected in parent involvement in school activities.

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

Evaluate the population of parents involved in the School Leadership Council, PTA, Back to School Night, Open House, and school activities and celebrations.

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

Attendance at triannual ELAC meetings, Monthly School Leadership Council, and PTA meetings. Attendance at teacher meetings, Back to School Night, Open House and other site events.

**Total Expenditures in this Goal: \$1,868**

### Description of Specific Actions to Meet This Goal

---

**Action #1:**

Teachers, staff, and parents will articulate strategies for parent involvement and include them in the site plan.

Emerson teachers, staff and parents will plan and carryout strategies to enhance parent involvement.

- Staff will solicit parent input through parent surveys and diverse parent guardian groups.
- Based on parent interest and student need, staff will provide parent forums, educational events on topics identified as important through parent surveys and diverse parent guardian groups such as parent education nights on reading, math, writing, homework, etc.
- Strategies to increase attendance at meetings will be brainstormed and implemented. Ideas include student performances, food, and door prizes will be implemented.
- Translation will be provided for newsletters and automated phone messages.
- Translation will be provided for parent-teacher conferences and meetings. State and Federal Carryover funds when available will be used for additional translation services.

**Start and Completion Date:**

September 2011 - June 2012

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Translation services	5800: Contracted Services		\$226		\$500			\$300

---

**Action #2:**

Train and support organized parent groups at our site and district to strengthen their ability to collaborate with administrator and school site staff on issues that impact student achievement and well being. School Leadership Council members including parents, classified staff, teachers, and principal will attend district training sessions throughout the year. The site will hold SGC, ELAC, and Title I meetings to share information, gain parent perspective, and form meaningful partnerships with parents. Continue to work with Literacy Coach to plan, coordinate, and maintain our summer reading club. Books, book bags, postcards and stamps will be purchased for reading club. Food will be purchased for parent meeting to introduce club and food will be served again in the Fall to celebrate success of club.

**Start and Completion Date:**

September 2010 - June 2011

---

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Materials and food for reading club	4300: Instructional Materials & Equipment							\$242

---

**Action #3:**

Emerson staff, teachers, and parents will continue to hold school wide community events such as Back to School Night, Open House, monthly all school meetings, our Winter concert, and PTA sponsored events such as monthly meetings, BBQ's, a Walk-a-thon, Silent Auction, Spring Fair, and a Multicultural Day. The staff will continue to work with PTA board to coordinate special presentations for monthly PTA meetings such as evening on writing, homework, disaster preparedness, drug awareness, cyber-safety etc. Parent communications will continue to be translated.

**Start and Completion Date:**

Fall 2010 - Spring 2011

---

Proposed Expenditure(s)	Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Food and babysitting	4300: Instructional Materials & Equipment							\$600

---

	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
<b>Total Expenditures in this Goal:</b>	\$0	\$226	\$0	\$500	\$0	\$0	\$1,142

## Appendix A - Program Summary: Emerson Elementary School

<b>Goal 1</b>	
Increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum, and aligned assessments.	
BSEP	\$42,200
Title I	\$0
PTA	\$0
EIA-LEP	\$14,273
EIA-SCE	\$10,755
TIP	\$1,642
Other	\$0
<b>Total</b>	<b>\$68,870</b>

<b>Goal 2</b>	
Implement strategies to engage students in their learning and interventions to eliminate barriers to student success, ensuring that all systems are culturally and linguistically responsive to the need of our students and their families.	
BSEP	\$30,030
Title I	\$24,468
PTA	\$31,025
EIA-LEP	\$0
EIA-SCE	\$2,400
TIP	\$0
Other	\$0
<b>Total</b>	<b>\$87,923</b>

<b>Goal 3</b>	
Establish partnerships with our families and community to increase academic success for all students.	
BSEP	\$0
Title I	\$226
PTA	\$0
EIA-LEP	\$500
EIA-SCE	\$0
TIP	\$0
Other	\$1,142
<b>Total</b>	<b>\$1,868</b>

<b>Total Expenditures</b>	
BSEP	\$72,230
Title I	\$24,694
PTA	\$31,025
EIA-LEP	\$14,773
EIA-SCE	\$13,155
TIP	\$1,642
Other	\$1,142
<b>Total</b>	<b>\$158,661</b>

<b>Total Allocation*</b>	
BSEP	\$72,230
Title I	\$24,694
PTA	\$31,025
EIA-LEP	\$14,787
EIA-SCE	\$13,155
TIP	\$1,642
Other	\$1,142
<b>Total</b>	<b>\$158,675</b>

<b>Funds to Allocate</b>	
BSEP	\$0
Title I	\$0
PTA	\$0
EIA-LEP	\$14
EIA-SCE	\$0
TIP	\$0
Other	\$0
<b>Total</b>	<b>\$14</b>

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

## Appendix B - Budget Summary: Emerson Elementary School

Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other	Total
Monthly Tchrs	36,366	24,468	14,575	13,273	6,117			<b>94,799</b>
Hourly Teachers	5,000				7,038	1,642		<b>13,680</b>
Monthly Classified								<b>0</b>
Hourly Classified								<b>0</b>
Coach Stipends								<b>0</b>
Hourly Tutors	15,000			1,000				<b>16,000</b>
Noon Directors								<b>0</b>
Materials/Supplies	12,270						842	<b>13,112</b>
Conference & Travel								<b>0</b>
BUSD Buses								<b>0</b>
Contracted Services	2,500	226	16,450	500			300	<b>19,976</b>
Other/Reserve	1,094			14				<b>1,108</b>
<b>Total</b>	<b>72,230</b>	<b>24,694</b>	<b>31,025</b>	<b>14,787</b>	<b>13,155</b>	<b>1,642</b>	<b>1,142</b>	<b>158,675</b>

**Appendix C - BSEP School Site Discretionary Funds**

Appendix C BSEP SCHOOL SITE DISCRETIONARY FUNDS School Year 2011-2012		Emerson School	
		Location Code: 113	
<b>CERTIFICATED MONTHLY SALARIES &amp; FRINGE:</b>			
1102	TEACHER - LITERACY COACH (.12 FTE)	\$12,127	
1102	TEACHER - ART (.25 FTE)	\$24,239	
<b>TOTAL CERTIFICATED MONTHLY:</b>			<b>\$36,366</b>
<b>CERTIFICATED HOURLY SALARIES &amp; FRINGE:</b>			
1116	TEACHER HOURLY - ELD INSTRUCTION (140 hours)	\$5,000	
1116	CURRICULUM DEVELOPMENT		
1116	HOURLY TEACHING		
1117	TEACHER STIPEND		
<b>TOTAL CERTIFICATED HOURLY:</b>			<b>\$5,000</b>
<b>CLASSIFIED MONTHLY SALARIES &amp; FRINGE:</b>			
2102	INSTRUCTIONAL ASSISTANT		
2182	INSTRUCTIONAL SPECIALIST	\$0	
2182	INSTRUCTIONAL SPECIALIAST	\$0	
2902	HOME SCHOOL LIAISON		
<b>TOTAL CLASSIFIED MONTHLY:</b>			<b>\$0</b>
<b>CLASSIFIED HOURLY SALARIES &amp; FRINGE:</b>			
2116	CHILD CARE FOR PARENT WORKSHOPS	\$0	
2117	CLASSIFIED STIPEND (COACHES)	\$0	
2146	TUTORS HOURLY (1,050 hours)	\$15,000	
2916	NOON DIRECTOR		
2916	PARENT LIAISON HOURLY	\$0	
<b>TOTAL CLASSIFIED HOURLY:</b>			<b>\$15,000</b>
<b>SUB-TOTAL PERSONNEL:</b>			<b>\$56,366</b>
<b>NON-SALARIED CATEGORIES</b>			
4200	SUPPLEMENTARY BOOKS (LIBRARY / CLASS REFERENCE)	\$0	
4300	MATERIALS & SUPPLIES	\$7,270	
4400	EQUIPMENT (\$500-\$5,000)	\$5,000	
4380	RESERVE FOR MENTAL HEALTH COUNSELING	\$0	
5200	TRAVEL / MILEAGE & CONFERENCES		
5805	CAL CORPS "BUILD" TUTORS CONTRACT	\$2,500	
5805	CONTRACTED SERVICES	\$0	
5805	CONTRACTED SERVICES	\$0	
<b>SUB-TOTAL NON-SALARIED:</b>			<b>\$14,770</b>
<b>TOTAL EXPENDITURES:</b>			<b>\$71,136</b>
<b>RESERVE FOR PERSONNEL VARIANCE &amp; SUBSEQUENT ALLOCATION (4380):</b>			<b>\$1,094</b>
<b>TOTAL FY 2012 BSEP ALLOCATION:</b>			<b>\$72,230</b>
<b>(DIFFERENCE):</b>			<b>\$0</b>
<b>NOTES:</b>			
<p><b>Priorities for anticipated Fall 2011 Carryover:</b>  <b>--Instructional Materials</b></p> <p><b>BSEP FY 2011 Carryover projected to be approximately \$23,000.</b></p>			

Appendix D – State and Federal Programs FY 2011-2012 Budget Projection

Berkeley Unified School District  
State and Federal Programs  
FY 2011 - 2012 Budget Projections

		Benefits Rate	3010 Title I (Basic)	7091 EIA/ELL	7090 EIA/SCE	6286 ELAP	GRAND TOTAL	
<b>School : Emerson</b>								
	Obj #							
A	<b>CERT. TCHERS MONTHLY</b>		0.240	0.130	0.060		0.430	
	<i>Site TSA - Literacy Coach (1.0 FTE)</i>	1102	\$ 18,902	\$ 10,239	\$ 4,726		\$ 33,867	
	<i>(0.24=Title I, 0.13 = ELL, 0.06= SCE, 0.12= Site BSEP, 0.25= District PD, 0.20= BSEP, Program Support)</i>						-	
	<b>Subtotal</b>		\$ 18,902	\$ 10,239	\$ 4,726	\$ -	\$ 33,867	
	<b>Fringe Benefits :</b>							
	STRS Monthly	3101	0.08250	1,559	845	390	-	2,794
	Medicare	3301	0.01450	274	148	69	-	491
	Health/Dental (@ FTE's 1.00)	3401	\$ 13.017	2,545	1,378	541	-	4,465
	SUI	3501	0.00828	157	85	39	-	280
	WCOMP	3601	0.02450	463	251	116	-	830
	Retiree Benefits	3701	0.03000	567	307	142	-	1,016
	<b>Total</b>		\$ 24,468	\$ 13,253	\$ 6,022	\$ -	\$ 43,743	
B	<b>CERT. COUNSELORS</b>	1202						
	<b>Subtotal</b>		\$ -	\$ -	\$ -	\$ -	\$ -	
	<b>Fringe Benefits :</b>							
	STRS Monthly	3101	0.08250	-	-	-	-	-
	Medicare	3301	0.01450	-	-	-	-	-
	Health/Dental (@ FTE's 1.00)	3401	\$ 13.017	-	-	-	-	-
	SUI	3501	0.00828	-	-	-	-	-
	WCOMP	3601	0.02450	-	-	-	-	-
	Retiree Benefits	3701	0.03000	-	-	-	-	-
	<b>Total</b>		\$ -	\$ -	\$ -	\$ -	\$ -	
C1	<b>DAILY SUB (ELA Planning Time \$3,500, Goal 1.1)</b>	1116			3,050	-	3,050	
C2	<b>DAILY SUB (Math Planning Time \$1,157, Goal 1.2)</b>	1116			1,010	-	1,010	
C3	<b>DAILY SUB (Teacher Planning \$400, Goal 2.2)</b>	1116			350	-	350	
	<b>Subtotal</b>		\$ -	\$ -	\$ 4,410	\$ -	\$ 4,410	
	<b>Fringe Benefits :</b>							
	STRS	3101	0.08250	-	364	-	364	
	Medicare	3301	0.01450	-	64	-	64	
	SUI	3501	0.00828	-	37	-	37	
	WCOMP	3601	0.02450	-	108	-	108	
	Retiree Benefits	3701	0.03000	-	132	-	132	
	<b>Total</b>		15.98%	\$ -	\$ 5,115	\$ -	\$ 5,115	
D	<b>STIPEND</b>	1117						
E1	<b>CURR DEV (ULSS Coordination \$800, Goal 2.1)</b>	1116			690	-	690	
E2	<b>CURR DEV (BULL Coordination \$800, Goal 2.1)</b>	1116			690	-	690	
F1	<b>TCHR HRLY (CELDT, \$1,000, Goal 1.3)</b>	1116		862			862	
F2	<b>TCHR HRLY (ULSS/ Intervention \$400, Goal 2.1)</b>	1116			345		345	
F3	<b>TCHR HRLY</b>	1116						
	<b>Subtotal</b>		\$ -	\$ 862	\$ 1,725	\$ -	\$ 2,587	
	<b>Fringe Benefits :</b>							
	STRS	3101	0.08250	-	71	142	-	213
	Medicare	3301	0.01450	-	12	25	-	38
	SUI	3501	0.00828	-	7	14	-	21
	WCOMP	3601	0.02450	-	21	42	-	63
	Retiree Benefits	3701	0.03000	-	26	52	-	78
	<b>Total</b>		15.98%	\$ -	\$ 1,000	\$ 2,000	\$ -	\$ 3,000
<b>CLASSIFIED MONTHLY</b>								
G	Instructional Assistant	2102					\$ -	
H	Instructional Specialist	2182					-	
I	After School Coordinator	2402					-	
J	Intervention Coordinator	2402					-	
K	School Svc Assistants	2902					-	
L	Home School Liaison	2902					-	
	<b>Subtotal</b>		\$ -	\$ -	\$ -	\$ -	\$ -	
	<b>Fringe Benefits :</b>							
	PERS	3202	0.10707	-	-	-	-	
	PERS Reduction	3802	0.01927	-	-	-	-	
	OASDI (FICA)	3312	0.06200	-	-	-	-	
	Medicare	3302	0.01450	-	-	-	-	
	Health/Dental (@ FTE's 1.00)	3402	\$ 13.017	-	-	-	-	
	SUI	3502	0.00828	-	-	-	-	
	WCOMP	3602	0.02450	-	-	-	-	
	Retiree Benefits	3702	0.03000	-	-	-	-	
	<b>Total</b>		\$ -	\$ -	\$ -	\$ -	\$ -	

**Berkeley Unified School District  
State and Federal Programs  
FY 2011 - 2012 Budget Projections**

		Benefits Rate	3010 Title I (Basic)	7091 EIA/ELL	7090 EIA/SCE	6286 ELAP	GRAND TOTAL
<b>School : Emerson</b>		Obj #					
<u>CLASSIFIED HOURLY</u>							
M	Instructional Aide	2116					-
N	Tutors	2146					-
O	Instructional Specialist	2183					-
P	Clerical Tech & Office Staff	2416					-
Q	Home School Liaison	2916					-
R	School Service Assistant	2916					-
S	Program Assistant	2916					-
	Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -
<u>Fringe Benefits :</u>							
	OASDI (FICA)	3312	0.06200	-	-	-	-
	Medicare	3302	0.01450	-	-	-	-
	SUI	3502	0.00828	-	-	-	-
	WCOMP	3602	0.02450	-	-	-	-
	Retiree Benefits	3702	0.03000	-	-	-	-
	Total		\$ -	\$ -	\$ -	\$ -	\$ -
<u>BOOKS / SUPPLIES / MTLs</u>							
T1	Instructional Materials	4300					\$ -
T2	Intervention Materials	4300					-
T3	ELD Materials	4300					-
T4	Math Materials	4300					-
T5	Other Supplies	4350					-
U	Parent Involvement						-
	Total		\$ -	\$ -	\$ -	\$ -	\$ -
<u>TRAVEL &amp; OUTSIDE SERVICES</u>							
V	Travel / Conference	5200					\$ -
W	Memberships / Dues	5300					-
X	Postage / Mailings	5910					-
Y	Field Trips / Transportation	5711					-
Z1	Consultant (Translation \$1,026, Goal 3)	5800	526	500			1,026
Z2	Consultant (Reading Club \$242, Goal 3)	5800	242				242
Z3	Consultant Contract	5805					-
A1	Print Shop Printing	5712					-
	Total		\$ 768	\$ 500	\$ -	\$ -	\$ 1,268
<u>CAPITAL OUTLAY</u>							
B1	Equipment (Less than \$5,000)	4400					\$ -
C1	Equipment (Over \$5,000)	6400					-
	Total		\$ -	\$ -	\$ -	\$ -	\$ -
a.	<b>Total Projected Expenditure</b>		\$ 25,236	\$ 14,753	\$ 13,137	\$ -	\$ 53,125
b.	<b>Budget Allocation</b>		25,236	14,787	13,155	-	53,178
c.	<b>Add : Carryover</b>					-	-
d.	<b>Total Budgets (d = b + c)</b>		\$ 25,236	\$ 14,787	\$ 13,155	\$ -	\$ 53,178
e.	<b>Projected Unspent Funds (e = d - a)</b>		\$ 0	\$ 34	\$ 18	\$ -	\$ 53

\* Title I allocation included \$542 for Parent Involvement.



**Berkeley Unified School District  
Office of Educational Services  
Teacher Initiated PD Allocation (TIP)  
FY 2011 - 2012**

#	LOC	SCHOOL SITES	(2/9/11 Board Meeting)	5.2983/ Pupil
1	112	Cragmont	389	2,061
2	113	Emerson	310	1,642
3	116	Jefferson	308	1,632
4	118	LeConte	313	1,658
5	126	Malcolm X	441	2,337
6	128	John Muir	236	1,250
7	119	Oxford	299	1,584
8	124	Rosa Parks	434	2,299
9	120	Thousand Oaks	451	2,390
10	121	Washington	387	2,050
11	123	Arts Magnet	408	2,162
<b>11</b>	<b>(A)</b>	<b>Total K-5 Schools</b>	<b>3,976</b>	<b>21,066</b>
1	132	King	964	5,108
2	127	Longfellow	406	2,151
3	131	Willard	543	2,877
<b>3</b>	<b>(B)</b>	<b>Total 6-8 Schools</b>	<b>1,913</b>	<b>10,136</b>
1	137	BHS	3,238	17,156
2	136	B-Tech	160	848
3	135	Independent Study	150	795
<b>3</b>	<b>(C)</b>	<b>Total 9-12 Schools</b>	<b>3,548</b>	<b>18,798</b>
<b>17</b>	<b>D=A+B+C</b>	<b>TOTAL DISTRICT</b>	<b>9,437</b>	<b>50,000</b>

Description	PD Budget
Measure A, Staff Development	50,000
CBEDS #	9,437
Per Pupil Allocation	5.2983

Notes for TIP Funding:

- \* Washington: CBEDS enrollment is increased by 20 pupils (to 387) due to an additional 1st grade class planned for FY 2011-2012.
- \* Independent Study receives funding for 150 students.
- \* Berkeley High's CBEDS enrollment is decreased by 150 pupils (to 3,238); those pupils are enrolled in the Independent Study program.

## Appendix E - 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)  
The school meets or exceeds performance goals in this area. Emerson teachers use a variety of assessments to analyze progress, modify instruction and improve student achievement. Students in grades 2 - 5 take the California Standards Test (CST) and all English language learners take the California English Language Development Test (CELDT). Local assessments used include the DRA/QRI, writing tests, the BEAR spelling inventory, and cumulative math tests. Emerson teachers use additional measures beyond those required by the district to give them a more detailed picture of student progress including assessing student on concepts of print, decoding ability, high frequency words recognition, and silent reading comprehension. All of these assessments combined with daily teacher observation give teachers the data they need to monitor progress and inform their practice.
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)  
Meets or exceeds performance goal. Teachers analyze student progress with curriculum-embedded assessments and observations of daily reading and writing, responses to literature, math assignments, spelling tests, social studies and science projects. Teachers use rubrics to evaluate writing pieces and art projects and teach students to do the same. Data is examined on a regular basis during team and staff meetings and instruction is modified to meet student needs. An assessment wall is used to track the progress of all students in reading and writing, and grade level intervention walls are used to track the progress of students who have not yet reached grade level.

### Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)  
Meets performance goal. All of the teachers are fully credentialed and highly qualified under the NCLB requirements.
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)  
Meets performance goal.
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)  
Partially meeting performance goal. All Emerson teachers are fully credentialed. Beginning Teacher Support (BTSA) is available to first and second year teachers and PAR support is available to teachers who are struggling. All teachers participate in several staff development sessions throughout the school year and all teachers will receive 5 days of training (AB 466) on Everyday Math by Fall of 09.
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)  
Meeting performance goal. Teachers use adopted curricular materials and engage in standards based staff development in the content areas. District professional development sessions are provided in science, reading, and writing and include methods and materials to assess student performance. Recent district and site staff development has been focused on better correlation of standards based writing units and writing assessments.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)  
Exceeds performance goal. The on site literacy coach is an expert in reading instruction and provides outstanding instructional assistance to all teachers. She teaches model Language Arts lessons and coaches instructors in best practices. She collaborates with all teachers to identify target students and instructional intervention strategies to address student needs. The coach meets individually with teachers, with small teams, and the teaching staff as a whole to provide information about and model research based reading intervention practices. She supports the staff in data analysis and provides instructional support to at risk students. The literacy coach is part of a Universal Learning Support System (ULSS) team of teachers and community representatives that work together to provide support to teachers and students. In addition, a district literacy teacher provides support to all the site literacy coaches. This group works together to provide instructional assistance to teachers district wide. District math coaches and an on site math representative provide support in the implementation of a new math program, Everyday Math, and assist in the development of math assessments and the evaluation of student progress.
8. Teacher collaboration by grade level (EPC)  
Exceeds performance goal. All teachers meet once a week or more in grade level teams. These teams collaborate on the planning of curriculum and instruction, analysis of student work, and the coordination of intervention and special events and activities. Once a month teams produce a lesson scope that outlines plans for the month. Teachers collaborate during staff and team meetings to assess student progress, to review materials, and to engage in professional development activities. Additionally, teachers engage in lesson study project in which they meet to plan a model lesson, observe one another teaching, and meet afterward to discuss and plan improvements to the lesson.

#### Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)  
Meets performance goal. State adopted materials are used by all grade levels and grade level report cards reflect performance standards. Classroom instruction is aligned to state standards and teachers use grade level content and performance standards to plan lessons and analyze student progress.
10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)  
Meets performance goal. At the beginning of each year and at check points throughout the year, teachers match the instructional day to the recommended minutes for reading and math. Special classes such as gardening, cooking, music, art, and p.e. are scheduled outside the identified literacy block and interruptions are kept to a minimum. However, the school day does not have sufficient minutes for all subject areas, enrichment, and interventions needed. Teachers cycle subject areas such as social studies and science, and teach integrated units that address multiple subject areas to maximize use of instructional time.
11. Lesson pacing schedule (EPC)  
Meets performance goal. Teachers meet several times a year to map out all curriculum for the upcoming trimester in order to ensure that all students are instructed in grade level content and standards in English Language Arts, Math, Science, and Social Studies. Teachers meet each month to create lesson scopes that identify instructional plans for that month. Math coaches for the district provide a match pacing guide which teachers use to plan instruction. Pacing guides are reviewed and updated periodically.
12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)  
Meeting performance goal. There are sufficient standards based texts in all subject areas for each grade level and all students have access to these materials. English Language Development materials were purchased for instruction at all learning levels. Additional EL materials will be purchased for ease of teacher use.
13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)  
Meets performance goal. Teachers use SBE-adopted and standards-aligned instructional materials in ELA, Math, Social Studies and Science. English Language Development materials were recently purchased to better meet the needs of English Language Learners.

## Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)  
Exceeding performance goal. The basic instructional program provides support to all students. Instruction is differentiated and our guided reading and readers' workshop models address a broad range of student needs. Teachers use a writer's workshop, a Linda Dorn model that fosters student writing, and also pull small guided writing groups to support learning. Spelling is increasingly taught by focusing on strategies and word sorts, rather than memorization of lists. Teachers are mindful of instructional minutes and balance teacher talk with student talk and work periods. Teachers provide instruction, guided practice, and opportunities for independent practice so students can build mastery of concepts. Teachers assess students on a regular basis and use information gained to tailor instruction to student needs. Teachers use Guided Language Acquisition Development (GLAD) and Culturally Responsive Teaching and Learning (CRTL) strategies to engage all learners through interactive instruction, strengthen connections and relationships between teachers and students, by recognizing and highlighting culture and diversity, and the use of culturally responsive teaching strategies and materials.
15. Research-based educational practices to raise student achievement at this school (NCLB)  
Exceeds performance goal. Following the RtI (Response to Intervention) model, teachers use best practices in the classroom to meet the range of student needs. Teachers differentiate instruction and meet with guided reading and guided writing groups to provide targeted instruction. Specialized strategies such as Sharon Zinke material word recognition techniques are used and concepts are pre-taught and re-taught as needed. English Language Learners are supported through English Language Development lessons at their level and GLAD (Guided Language Acquisition and Development) and CCRTL (Culturally Responsive Teaching and Learning) strategies are used to engage and support all students. The Literacy Teacher provides Reading Recovery and small group reading lessons to first and second grade students and classroom teachers provide Read Naturally and Languages after-school intervention classes.
16. Opportunities for increased learning time (Title I SWP and PI requirement)  
Exceeds performance goal. The Literacy teacher provides daily specialized reading lessons to first and second grade target students and one on one Reading Recovery lessons to select first graders. Teachers pull target students for additional guided reading lessons and teach after school intervention classes throughout the year. The Special Education Resource teacher works with small groups of students throughout the day to provide increased support in reading, writing, and math. A math tutor provides intervention and enrichment lessons to a broad range of students throughout the week. The after-school program, Kids' World, provides excellent support through homework hour and enrichment classes. The Academic Mentoring Program matches students in need with mentors who help in target academic areas and build supportive relationships with the children.
17. Transition from preschool to kindergarten (Title I SWP)  
Meeting performance goal. Full Inclusion teacher, classroom teachers, and the principal visit preschools and attend IEP's for incoming students to ensure supportive transitions to Kindergarten. K teachers contact preschool teachers for additional information as needed. Additional collaboration and connection between preschool and Kindergarten staff would benefit both programs.

## Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)  
Meeting performance goal. The ULSS team meets once a month to assess the school's progress toward meeting student needs. Intervention teachers, the principal, Mentoring and Kids' World coordinators, and public and mental health representatives coordinate services for students and families. Through ULSS meetings, intervention plans are developed, families who need support services are identified, education on student health issues such as Asthma are provided, and assessment referrals and student progress are monitored. During Student Study Team (SST) meetings, parents, teachers, and intervention staff collaborate on ways to meet student and family needs.

19. Strategies to increase parental involvement (Title I SWP)  
Meets performance goal. The school has a Parent Involvement plan and a Compact for Learning. Evening meetings sponsored by the PTA are held once a month and free food and childcare are provided. In order to increase parent involvement, PTA board members meet with families to engage in a reflective process to identify barriers to involvement and to determine areas of need and interest for the group. As a result, translation is provided for Spanish speakers at all PTA meetings, high interest topics for meetings were developed, and the school newsletter and event announcements are translated into Spanish. Meetings for parents of English Language Learners (ELAC – English Language Advisory Council) are held and food is provided. High interest speakers are invited to present at PTA and ELAC meetings. At School Governance Council (SGC) meetings, members review and update the Parent Involvement Plan and Compact for Learning. A concerted effort is
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)  
Meeting the performance goal. The School Leadership Council is comprised of teachers, principal, classified and a diverse group of parents. The Council meets monthly to discuss the planning, implementation and evaluation of school programs. The English Language Advisory (ELAC) council meets 2 to 3 times a year to discuss programs for English Learners and needs of the group. The school has representatives to the DAC (District Advisory Council), DELAC (District English Language Advisory Council, and BSEP (Berkeley School Enrichment Program). These representatives share information between the school and the district councils.

#### Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)  
Meeting performance goal. The primary use of categorical dollars is to fund the Literacy Teacher who provides direct service to below grade level students, coaches teachers on best practices, and coordinates intervention services. Funds are also used to provide collaboration time for grade level teams and intervention teachers to meet to review student progress and to plan curriculum and instruction. Teachers and/or tutors may be paid hourly to provide after-school intervention classes. Materials to support classroom instruction are also provided through categorical funds.
22. Fiscal support (EPC)  
Fiscal support is provided through General, Categorical, BSEP, and grant funds. These funds while essential and supportive, are not adequate to provide a full, robust program that meets the needs of all students. Funding is supplemented by PTA.

## Appendix F - 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.