

The Single Plan for Student Achievement

Emerson Elementary School

School Name

01-61143-6090211

CDS Code

Date of this revision: May 15, 2014

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: susanhodge@berkeley.net

Berkeley Unified School District

School District

Superintendent: Donald Evans, Ed.D.
Telephone Number: (510) 644-6348
Address: 2020 Bonar Street
Berkeley, CA 94702
E-mail Address: donaldevans@berkeley.net

The District Governing Board approved this revision of the School Plan on June 17, 2014.

I. Consolidated School Plan for Educating The Whole Child

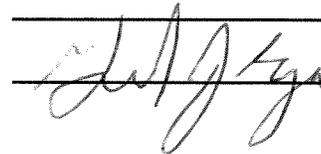
School Name: Emerson Elementary School		School Year: 2014-2015
Summary of School Goals:		
1. Increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum, and aligned assessments.		
2. Implement strategies to engage students in their learning 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): Emily Newman		(Principal): Susan Hodge
(Co-Chair, if applicable): Nina Roberson		(Teacher): Jeannie Wang
Wim-Kees van Hout		(Teacher): Karen Carter
Lupe Guiza		(Teacher): Shawna Suzuki
Forrest Bell		(Classified): Michelle Miguez
Dawn Paxson		Ann Marie Callegari

Signatures required for the following:

BSEP Planning & Oversight Committee Representative:

 6/5/14

DELAC Representative (District English Learner Advisory Committee):

 5/28/14

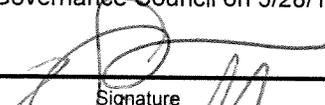
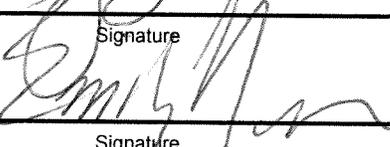
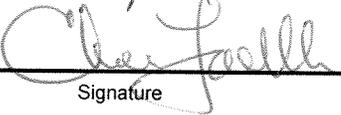
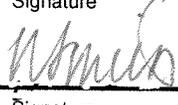
II. Recommendations and Assurances

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 5/7/14.
8. This school plan was adopted by the School Governance Council on 5/28/14.

Susan Hodge Principal		5/28/14
	Signature	Date
Emily Newman School Governance Council Chair		5/28/14
	Signature	Date
Christina Faulkner Director, Curriculum & Instruction		6/16/14
	Signature	Date
Natasha Beery Director, Berkeley Schools Excellence Program		6/16/14
	Signature	Date
Neil Smith Assistant Superintendent, Educational Services		6/16/14
	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 a play structure, benches, trees and other play spaces.

Our population of approximately 300 students reflects the diverse racial, ethnic, and linguistic richness of the Bay Area. According to our most recent, approximate numbers, our student body is 35% Caucasian, 22% African American, 22% Hispanic/Latino, 6% Asian, and 15% multi-ethnic or other. On average, approximately 49% of our families qualify for free or reduced lunches and 11% are English Language Learners (36 of whom are Spanish Speaking). 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, students in grades first through third attend from 8:10 to 2:15, and students in fourth and fifth 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 (free to those who qualify) 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 enriched, 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. All classrooms have wireless internet access and we have mobile labs of MAC laptops and chrome books. Several classrooms and the library have ipads and all classrooms have document cameras and projectors. In preparation for future state testing online, students in grades 3-5 have touch typing practice at school and many students practice at home as well. Additional support and enrichment is provided by the Emerson Intervention team and other staff including during and after school reading support, math tutoring and math enrichment sessions, after school intervention classes, and homework support through Kids' World (our after school program).

V. Comprehensive Needs Assessment Components

A. Data Analysis (See Section IV)

ACADEMIC ACHIEVEMENT:

Emerson is a Program Improvement School (Year 4, 2014) .

1. State Accountability (API) (See Section VII, Table 1): In 2013, Emerson's Growth API was 851 (a decrease of 18 points compared to the 2012 Base).

Emerson has two statistically significant student populations and met the API Targets for both groups. They are: White and socioeconomically disadvantaged.

Socioeconomically-disadvantaged students decreased by 48 points - 757 API

White students decreased by 9 points - 961 API

Other student populations that are not statistically significant also showed API gains:

African-American students (51 students) decreased by 60 points - 722 API

Latino/Hispanic students (39 students) decreased by 4 points - 822 API

English Language Learners (27 students) increased by 4 points - 789 API

2. Federal Accountability (AYP) (See Section VII - Tables 3 and 4): In 2013, Emerson did not meet Annual Measurement Objectives in Percent Proficient/ African American and Socioeconomically disadvantaged students did not reach target proficiencies in ELA or Math; White students met targets in both areas. (See Section VII) The school remains in Program Improvement.

Subgroup Gains:

English Language Learners (total 27 students): ELA 48.1% proficient (gain of 2.4 percentage points); Math 59.3% proficient (gain of 2.2 percentage points)

Hispanic Students (total 39 students): Math 64.1% proficient (gain of 2.7 percentage points)

3. In 2012, Emerson met the Annual Measurable Achievement Objectives (AMAO) for English Learners by meeting annual growth targets and far exceeding the state targets. (2013 not yet uploaded)

AMAO 1: Emerson exceeded the state target of 56% with 69% of English Learners show growth on the Annual CELDT test

AMAO 2: Emerson exceeded the state target of 20.1% with 38.2% of English Learners meeting proficiency

REDUCING BARRIERS TO ACHIEVE GOALS:

Emerson reduced the percentage of students with 10 or more absences from 7% (11-12) to 5% (12-13)

See Section VI for 1) goals; 2) barriers to address goals; and 3) strategies/action steps.

B. Surveys

The school conducted a Parent Engagement survey in March of 2014 to

- learn our community's concerns, needs and experiences regarding school culture, climate, home/school partnership and communications;
- learn our community's knowledge of school expectations; and
- learn our community's thoughts regarding school's ability to meet student needs.

The survey included questions to develop actions and strategies to address three goals:

- to create a culture of inclusiveness at our school
- to create a culture of high expectations, support, and excellence during and after school
- to create a culture of collaboration at our school

Other venues for information sharing and input:

Monthly PTA meetings

Monthly School Governance Council meetings

Staff Survey
Bi-monthly Positive Behavior Supports (PBS) Team meetings
Weekly principal/PTA joint newsletter

Our goal is to increase participation in the survey from 60% in 2011-2012 to 75% in 2012-2013

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 also engage in Lesson Study or Action Research Projects as an Alternative Evaluation Process. In 2013-2014, two teachers participated in alternative evaluation process focused on paragraph writing in preparation for the transition to the Common Core Standards in writing. The remaining teachers chose to participate in traditional evaluations with professional development goals focused on Math to support their use of Story of Units math curriculum and transition to Common Core Math Standards. 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 classroom teachers are implementing the new common core math standards through the use of the Story of Units Curriculum.
- 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.
- 100% of the teachers have been trained on and use the Welcoming Schools Curriculum to teach about family diversity and gender stereo typing as well as anti-bullying skills.
- 100% of the teachers and After School staff have participated in PBIS training and a school evaluation process and are observed using Positive Behavior Systems in their classrooms and work spaces.
- Credentialed and classified staff began the use of the equity rubric to reflect on culturally relevant practices both in and out of the classroom.

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 both team and staff meetings to take a close look at the achievement of target students in specific areas such as reading, writing, math and 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 CELDT, and local assessments such as the district reading, writing, spelling, and math assessments, along with teacher made assessments. Teachers adjust instructional practices and grouping based on student progress regularly throughout the year. Emerson's Intervention Team regularly reviews student progress and development and coordinates interventions with staff and other intervention providers to meet the needs of the students.

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

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 and Goals include:

- insufficient minutes in the school day for all instructional, enrichment and intervention needs; not enough staff to provide interventions during and after school;
and finally, insufficient funding to hire needed personnel during and after school as well as limited funds to pay for after school transportation. We will continue to work strategically to coordinate, schedule and pay for interventions.
- 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.
- District support for math improved this year. With the support of a K-5 math coach and the professional development department, all teachers are successfully implementing the Story of Units curriculum. Implementation of this curriculum has allowed us to teach the new common core standards. These standards are very challenging and we are looking at ways to support students who are not meeting the standards. We are using the "Do the Math" curriculum, we hired a part time math teacher, and we have several math tutors. These services are somewhat hard to coordinate however, and we need to have some time of Intervention teacher/coordinator to better provide these services. It will be essential to have a great deal of district coaching support for math instruction next year as we continue to work with the new standards and curriculum.
- Attendance for some students continues to be a challenge. SART, SARB, and referrals to the District Attorney have resulted in significant improvement for some children and we will continue to use that process. Several of our families have been referred to the District Attorney this year and we have seen improved attendance for some of those families. We will continue to monitor student attendance on a regular basis and will communicate with families through SART meetings to assist and motivate them to improve and will continue to award good attendance at all school meetings. It is difficult to provide attendance prizes however as we are not allowed to use BSEP dollars for the purchase of these awards and have very little money available for that use.
- While we have academic and public health support for families and mental health support on site, some children still suffer from a lack of stability and support at home and due to a variety of conditions at home and a lack of sufficient support at school, they are not flourishing. We will continue to work with public agencies to provide support and guidance to families. Additional mental health services are a must.
- While teachers have been trained in Culturally Responsive Teaching and Learning strategies, the ability to connect with all students is an ongoing concern for the staff. Additionally, while we have strong relationships with many families at our school, there are still many families in our community with whom we are less connected and engaged. We will continue to make an effort to employ practices that are culturally relevant and differentiated and will work on building partnerships and effective communication with families of diverse cultural, racial/ethnic, and socio-economic groups. Our Family Engagement and Equity Coordinator is working directly to address these issues.
- 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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	193	188		60	59		45	51		14	10	
Growth API	870	851		970	961		782	722		869		
Base API	852	869		965	970		766	782		867	869	
Target	A	A		A	A							
Growth	18	-18		5	-9							
Met Target	Yes	Yes		Yes	Yes							

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	44	39		35	27		110	98		24	30	
Growth API	829	822		789	789		806	757		720	707	
Base API	808	826		782	785		776	805		718	714	
Target							5	A				
Growth							30	-48				
Met Target							Yes	No				

VII. School and Student Performance Data (continued)

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

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	32	24	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	32	24	
Number Met	22	--	
Percent Met	68.8%	--	
NCLB Target	56	57.5	
Met Target	Yes	*	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less than 5	5 or More	Less Than 5	5 or More	Less Than 5	5 or More
Number in Cohort	34	4	26	5		
Number Met	13	--	--	--		
Percent Met	38.2%	--	--	--		
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	Yes	*	*	*		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the Site Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
Mathematics			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

Table 2b - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	846	852	
Percent with Prior Year Data	99.8	98.5	
Number in Cohort	844	839	
Number Met	550	527	
Percent Met	65.2	62.8	
NCLB Target	56	57.5	
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less than 5	5 or More	Less than 5	5 or More	Less than 5	5 or More
Number in Cohort	762	302	737	323		
Number Met	219	156	217	201		
Percent Met	28.7	51.7	29.4	62.2		
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	No	No	

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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99		100	99		95	100		100	100	
Number At or Above Proficient	134	128		56	56		20	20		11		
Percent At or Above Proficient	69.4	68.4		93.3	96.6		44.4	39.2		78.6	--	
ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	No	No		Yes	Yes		--	No		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		99	100		97	97	
Number At or Above Proficient	24	21		16	13		58	45		13	13	
Percent At or Above Proficient	54.5	53.8		45.7	48.1		52.7	45.9		54.2	44.8	
ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	--	--		--	--		Yes	No		--	--	

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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		100	100		95	100		100	100	
Number At or Above Proficient	137	128		58	53		21	22		10		
Percent At or Above Proficient	71.0	68.1		96.7	89.8		46.7	43.1		71.4	--	
ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	Yes	No		Yes	Yes		--	No		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		99	100		97	100	
Number At or Above Proficient	27	25		20	16		61	46		10	11	
Percent At or Above Proficient	61.4	64.1		57.1	59.3		55.5	46.9		41.7	36.7	
ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	--	--		--	--		Yes	No		--	--	

VII. School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2012-13										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1	1	25	1	25	2	50					4
2			1	25	2	50	1	25			4
3					*****	***					*****
4	1	11	5	56	3	33					9
5	1	25	2	50	1	25					4
Total	3	13	9	38	11	46	1	4			24

Grade	California English Language Development Test (CELDT) Results for 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1			7	70	3	30					10
2			*****	***	*****	***	*****	***			*****
3	1	25			2	50	1	25			4
4			*****	***	*****	***	*****	***			*****
5	1	14	3	43	3	43					7
Total	2	7	12	44	10	37	3	11			27

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: ACADEMIC ACHIEVEMENT

Goal Statement:

All students will demonstrate grade level proficiency in literacy and mathematics, and English learners will demonstrate at least one year of progress towards English fluency.

Student groups and grade levels to participate in this goal:

All Kindergarten through Fifth Graders

English Language Learners (EL)

Grades 2-5 scoring at Far Below Basic and Below Basic on local assessments.

Anticipated annual performance growth for each group:

1.1 Increase the percentage of students demonstrating grade level proficiency by 5% annually using the Teacher College Reading and Writing Project Assessment (TCWRP).

1.2 Increase the percentage of English Learners who demonstrate annual progress in reading, writing, speaking and listening on the CELDT (AMAO 1), which already exceeds the state target, to 75%.

1.3 Increase the percentage of English Learners demonstrating English language proficiency on the CELDT (AMAO 2) to meet or exceed state targets.

Means of evaluating progress toward this goal:

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

RTI / ULSS Snapshot Meetings

Professional Learning Community (PLC) Data Meetings

Other Collaboration / Staff Meetings

District Benchmark Assessments for ELA and Math

Class Profiles

Group data to be collected to measure academic gains:

District Benchmark Assessments for ELA and Math

CST in English Language Arts and Math

California English Language Development Test (CELDT)

Teacher College Reading and Writing Project Assessments (TCWRP)

Re-Designation (RFEP) Records

Total Expenditures in this Goal: \$31,613

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>1. Emerson teachers and staff will ensure implementation of a high quality, balanced English Language Arts program using district adopted practices within a dedicated literacy block. Teachers will continue to transition to teaching the California Common Core Standards (CCCS) in English Language Arts Standards.</p> <p>Teachers will continue to implement the Teacher's College Reading and Writing program, word recognition activities, and spelling lessons with the support of the Literacy Coach.</p> <p>District wide and site based trainings led by literacy coach/es will continue focus on the transition to the CCCS, with a focus on non fiction reading and writing.</p> <p>Teachers will be released to observe other teachers and to plan curriculum and instruction.</p> <p>Teachers will use quantitative and qualitative data and knowledge of students' academic readiness, language proficiency, cultural background, and individual development to create engaging and challenging learning experiences for all children.</p> <p>Teachers will collaborate frequently to develop instructional practices that draw from students' cultures and personal experiences to improve the delivery of culturally relevant pedagogy.</p> <p>All appropriate and necessary materials, supplies, equipment, technology, and furniture will be purchased. 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 and supplies, hourly teacher pay for after school instruction, and hourly tutor pay.</p>	August 2014 - June 2015	1102: Certificated – Monthly	Literacy Coach/Teacher - .10 FTE	BSEP 11,050
		1116: Certificated – Hourly	Teacher substitutes	BSEP 2,000 TIP 1,543
		4300: Instructional Materials & Equipment	Materials	BSEP 8,000
		4380: Other / Reserve	Required BSEP Variance	BSEP 1,700
<p>2. Emerson teachers and staff will continue to transition to teaching the California Common Core Standards in math.</p>	August 2012 June 2013	1116: Certificated – Hourly	Substitutes	BSEP 2,320

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>Principal will provide teachers with extended collaboration time to support the transition to the Common Core. Teachers will work on understanding and implementing the shifts (focus, coherence, and rigor) required to bring their students to deeper understanding of priority standards. Teachers will pilot the "A Story of Units," curriculum to support transition.</p> <p>Emerson will contract with an outside facilitator to lead teachers in monthly professional development sessions during staff meetings. Presenter will lead teachers in reading of research and practicing methods to deepen student understanding of math concepts. Staff will be provided with books, articles, and other supporting materials that tie to the Common Core Standards and practices.</p> <p>Principal and leadership team will continue to dedicate regular staff and team meeting time to the examination of student work and math data for the purpose of instructional planning and to support the transition to the CCCS. Students needing additional enrichment or intervention instruction will be supported by math tutoring during and after school as described in goal 2.</p> <p>Math materials will be purchased as needed. BSEP and state and federal carryover once available will be allocated for materials, professional development, and planning/collaboration time.</p>		4300: Instructional Materials & Equipment	math materials	BSEP 4,000
		5200: Conference & Travel	Conference Attendance - Tip funds	
<p>3. English Language Development Teacher will ensure that every English Learner receives 30 minutes of ELD (English Language Development) daily at the appropriate CELDT level.</p> <p>ELD Teacher and other trained staff will assess EL students using the CELDT.</p> <p>Students will be pulled in leveled groups for ELD instruction using adopted ELD adoption. Teachers will track student progress on ELD blue cards and will report student progress to parents on a regular basis.</p> <p>Staff will monitor the progress of every EL student in English to ensure that each student is gaining at least</p>	August 2012 - June 2013	1102: Certificated – Monthly	.40 ELD Teacher - District Funded	
		4300: Instructional Materials & Equipment		BSEP 1,000

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
one CELDT level a year and that students are reaching proficiency.				

	BSEP----	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$30,070	\$	\$	\$	\$	\$1,543	\$

VIII. Planned Improvements in Student Performance (continued)

Goal #2: STRATEGIES TO PROMOTE STUDENT SUCCESS

Goal Statement:

All students will receive the academic, social and emotional support services they need.

Student groups and grade levels to participate in this goal:

All Kindergarten through Fifth Graders

Special Education Students

Students defined as "at-risk" through excessive absences or suspensions

African-American Students (to address disproportionality)

Anticipated annual performance growth for each group:

2.1 Reduce the number of students with ten or more total absences by 10% of the 2013-2014 percentages (enrollment reported as of June).

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

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

Means of evaluating progress toward this goal:

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

RTI / ULSS Snapshot Meetings

Positive Behavioral System (PBS) Meetings

Other Collaboration / Staff Meetings

Teacher / Parent / Student Conferences

Group data to be collected to measure academic gains:

PowerSchool Attendance Information

Special Education Information System (SEIS) Reports

PowerSchool / Student Services Suspension Report

PowerSchool PBS Report

Total Expenditures in this Goal: \$120,911

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>1. Students will be identified for extra support and targeted instruction on an ongoing basis through a review of performance and behavior data/information at screening, grade level and intervention meetings. Interventions will be determined by the Emerson Intervention Team comprised of Literacy Coach, Intervention Teacher, BUILD coordinator, Special Education and classroom teachers and principal. Parent input and involvement will be sought at parent teacher conferences and Student Study Team meetings. The team will identify areas of need for individuals and small groups of students and will formulate intervention goals and plans based on those needs. Intervention staff will collaborate with teachers during team and staff meetings to track the progress of students throughout the school year.</p> <p>Intervention for students in grades 1-5 will be provided during the school day by Literacy Coach, Intervention Teacher, Special Education Teachers, Classroom Teachers, Tutors, and volunteers.</p> <p>Kindergarten students will receive early intervention tutoring three times a week based on academic need. Sessions will be coordinated and supervised by Kindergarten teachers and will be provided by an hourly tutor.</p> <p>Additional one on one after school support will be provided by BUILD tutors assigned to target students. SAGE tutors will provide students with extra support during homework center based on need. A classroom teacher will be paid hourly to coordinate and supervise BUILD and SAGE tutors. Tutors will be trained in best tutoring practices by BUILD coordinator and Literacy Coach.</p> <p>High Risk students and/or students who are not responding to current Instruction and Intervention will be identified and discussed during RTI2 and SST (Student Study Team) meetings. Meetings will be coordinated by Intervention Teacher and/or BUILD coordinator and additional supports and interventions will be planned and monitored by the team. Parent input will be sought and included specifically during Student Study Team meetings as requested by the classroom teacher or the parents.</p> <p>Transitional Support will be provided to our new Literacy Coach and Intervention team by experienced Literacy Coach. Two to five days will be provided</p>	August 2014- June 2015	1102: Certificated – Monthly	Literacy Coach .15 FTE (Title I) Intervention Teacher .20 (BSEP)	BSEP 18,440 Title I 16,552
		1116: Certificated – Hourly	BUILD coordination - curriculum development hourly	BSEP 3,000
		1116: Certificated – Hourly	teacher hourly	BSEP 2,000
		2146: Tutors – Hourly	Kindergarten and after school tutors	BSEP 7,000
		1102: Certificated – Monthly	1.0 FTE Literacy Coach for 10 days (\$6,000)	

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>based on need. Two days are currently budgeted.</p> <p>Teachers and staff will provide targeted after school instruction to children in need if carryover funds are available.</p> <p>Kids' World staff will provide a safe and enriched learning environment for students from all grade levels. Enrichment opportunities will be provided for all students and Kids' World staff will communicate with classroom teachers about homework and needed skill development. BUILD, SAGE, and tutors may further support the homework hour by working with individual Kids' World students. Key Kids' World staff will attend PBIS trainings and will implement PBIS in the after school program.</p>				
<p>2. Emerson teachers and staff will ensure that all students 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.</p> <p>Students will participate in physical education, cooking/nutrition, and gardening classes which will focus on building life long habits of health, well being, and sustainability.</p> <p>A collaboration between Kids' World and the PTA will provide additional opportunities for enrichment such as chess, circus arts, basketball, baseball, and guitar classes.</p> <p>Materials will be provided for art, physical education, and other classes. An alternative to the yard play, the Discovery Zone, will be implemented and supplied by the PTA. Additional staffing and materials for the Discovery Zone may be provided with carryover funds when available.</p>	August 2014- June 2015	1102: Certificated – Monthly	Art Teacher - FTE .40	PTA 41,664
		4300: Instructional Materials & Equipment	PE, Art, and Discovery Zone supplies	BSEP 3,200
		5800: Contracted Services	PE Coach - contract with Berkeley/Albany YMCA \$17,000	
		5800: Contracted Services	YMCA contract	PTA 17,000
		2102: Classified – Monthly	Gardening Instructor	PTA 4,455
<p>3. Implementation of School-wide Positive Behavior Interventions and Support (PBIS). The school's classroom rules, procedures, and behavior management polices will be written, explained,</p>	August 2014- June 2015	1116: Certificated – Hourly	Teacher substitutes	BSEP 400
		4380: Other / Reserve	Unallocated Reserve	BSEP 3,000

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>practiced, and supported with sensitivity towards all student's emotional health as well as cultural and linguistic differences. Staff will use equity rubric to reflect on and improve school wide practices and procedures.</p> <p>Whole school and classroom behavior expectations will be posted, explicitly taught, reviewed, and recognized.</p> <p>Staff will implement the use of the "Uh Oh" referral to track minor student behaviors that require some type of response. Office referrals will be used for more problematic student issues.</p> <p>PBIS team leader will coordinate activities and will call the team together to meet regularly to monitor progress and to review student data and identify problem areas. Data will be shared at staff meetings so that practices can be adjusted and interventions provided. Individual Behavior Plans will be written in a proactive manner for identified students.</p> <p>PBIS, attendance, and citizenship certificates will be awarded at monthly all school meetings.</p> <p>Kids' World staff will attend PBIS trainings with credentialed staff and will implement PBIS in the after school program.</p>				PTA 3,000
<p>4. 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. Additional planning time will be provided for teachers if funding becomes available.</p> <p>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.</p>		1116: Certificated – Hourly	Teacher Substitutes	BSEP 400
		4300: Instructional Materials & Equipment	Materials and supplies	BSEP 800

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$38,240	\$16,552	\$66,119	\$	\$	\$	\$

VIII. Planned Improvements in Student Performance (continued)

Goal #3: PARTNERSHIPS WITH FAMILIES AND COMMUNITY / CULTURAL AND LINGUISTIC RESPONSIVENESS

Goal Statement:

Students and their families will feel respected, welcome and connected to their schools.

Student groups and grade levels to participate in this goal:

All Kindergarten through Fifth Graders
African-American and Hispanic / Latino Students and Families

Anticipated annual performance growth for each group:

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

Means of evaluating progress toward this goal:

On a regular basis, teachers, principal and other support staff will evaluate progress of all students through:
Professional Learning Community (PLC) Data Meetings to review survey results
Other Collaboration / Staff Meetings

Group data to be collected to measure academic gains:

Parent Survey
SGC Ethnicity Report
CALPADS

Total Expenditures in this Goal: \$13,379

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
1. Teachers, staff, and parents will plan and articulate strategies for parent involvement and include them in the site plan. Emerson School will have a Parent School Liaison who will interact with individuals from diverse cultural,	September 2014 - June 2015	2102: Classified – Monthly	.40 Parent Liaison - district budget	
		2102: Classified – Monthly	Bilingual Clerical Assistant	PTA 13,000

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>racial/ethnic, and socioeconomic backgrounds to help families navigate the school system and related social services.</p> <p>The Liaison will be onsite and will have a dedicated space from which to outreach to and communicate with families to increase engagement and involvement, coordinate and provide support and resources for students and families, work with families to improve attendance, and coordinate with staff to better serve students and families.</p> <p>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.</p> <p>Strategies to increase attendance at meetings will be brainstormed and implemented. Parent Liaison will outreach to specific families to increase involvement and will complete Student Attendance Review Board Packets.</p> <p>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.</p> <p>Site will employ Bilingual Assistant to support families and staff. Assistant will translate phone calls and fliers, and will translate at parent teacher conferences. Assistant will also help teachers by ordering and preparing materials and supplies.</p>				
<p>2. Organized parent groups will be trained and supported 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 and informational forums throughout the year.</p> <p>The site will hold SGC, ELAC, and Title I meetings to share information, gain parent perspective, and form</p>	September 2014- June 2015	4380: Other / Reserve	Food and paper products for Parent Involvement activities and evening events.	Other 379

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>meaningful partnerships with parents. Parent Liaison will outreach to families of color to increase involvement and will coordinate with target parents to schedule and hold a minimum of four ELAC meetings a year.</p> <p>Principal will work with Parent Liaison, After School Coordinator and FEED office to plan and hold a Math Information or Family Math type of evening.</p>				
<p>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.</p> <p>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.</p> <p>Staff will continue to recognize outstanding parent service during our annual Cesar Chavez assembly. Awards will be purchased to honor target parents of the graduating class each year. Student service will be recognized at that assembly as well.</p>	September 2012 - June 2013	4300: Instructional Materials & Equipment	Food and babysitting from PTA funds	
		4300: Instructional Materials & Equipment	Parent awards purchased with principal discretionary funds	

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$	\$	\$13,000	\$	\$	\$	\$379

VIII. Planned Improvements in Student Performance (continued)

Goal #4:

Goal Statement:

Student groups and grade levels to participate in this goal:

Anticipated annual performance growth for each group:

Means of evaluating progress toward this goal:

Group data to be collected to measure academic gains:

Total Expenditures in this Goal: \$

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item			Proposed Expenditure(s)	Funding Source/Cost		
		BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:		\$	\$	\$	\$	\$	\$	\$

VIII. Planned Improvements in Student Performance (continued)

Goal #5:

Goal Statement:

Student groups and grade levels to participate in this goal:

Anticipated annual performance growth for each group:

Means of evaluating progress toward this goal:

Group data to be collected to measure academic gains:

Total Expenditures in this Goal: \$

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item			Proposed Expenditure(s)	Funding Source/Cost	
	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$	\$	\$	\$	\$	\$	\$

Appendix A - Program Summary: Emerson Elementary School

Goal 1 ACADEMIC ACHIEVEMENT	
BSEP	30,070
Title I	
PTA	
EIA-LEP	
EIA-SCE	
TIP	1,543
Other	
Total	31,613

Goal 2 STRATEGIES TO PROMOTE STUDENT SUCCESS	
BSEP	38,240
Title I	16,552
PTA	66,119
EIA-LEP	
EIA-SCE	
TIP	
Other	
Total	120,911

Goal 3 PARTNERSHIPS WITH FAMILIES AND COMMUNITY / CULTURAL AND	
BSEP	
Title I	
PTA	13,000
EIA-LEP	
EIA-SCE	
TIP	
Other	379
Total	13,379

Goal 4	
BSEP	
Title I	
PTA	
EIA-LEP	
EIA-SCE	
TIP	
Other	
Total	

Goal 5	
BSEP	
Title I	
PTA	
EIA-LEP	
EIA-SCE	
TIP	
Other	
Total	

Total Expenditures	
BSEP	68,310
Title I	16,552
PTA	79,119
EIA-LEP	
EIA-SCE	
TIP	1,543
Other	379
Total	165,903

Total Allocation*	
BSEP	68,310
Title I	16,552
PTA	79,119
EIA-LEP	
EIA-SCE	
TIP	1,543
Other	379
Total	165,903

Funds to Allocate	
BSEP	0
Title I	0
PTA	0
EIA-LEP	0
EIA-SCE	0
TIP	0
Other	0
Total	0

* 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	29,490	16,552	38,664					84,706
Hourly Teachers	10,120		20,455					30,575
Monthly Classified								
Hourly Classified								
Coach Stipends								
Hourly Tutors	7,000							7,000
Noon Directors								
Materials/Supplies	17,000							17,000
Conference & Travel						1,543		1,543
BUSD Buses								
Contracted Services			17,000					17,000
Other/Reserve	4,700	379	3,000					8,079
Total	68,310	16,931	79,119			1,543		165,903

Appendix C
 BSEP SCHOOL SITE DISCRETIONARY FUNDS 2014-15
 Emerson (113)

CERTIFICATED MONTHLY SALARIES & FRINGE		
1102	Teacher - Literacy Coach (.10 FTE)	\$11,050
1102	Teacher - Rtl (.20 FTE)	\$18,440
1102	Teacher - Literacy Coach (10 days)	\$3,000
TOTAL CERTIFICATED MONTHLY:		\$32,490
CERTIFICATED HOURLY SALARIES & FRINGE		
1116	Subs	\$5,120
1116	Hourly Teaching - Intervention (54 hrs)	\$2,000
1116	Hourly Teaching - Curriculum Development (95 hrs)	\$3,000
TOTAL CERTIFICATED HOURLY:		\$10,120
CLASSIFIED MONTHLY SALARIES & FRINGE		
2102	Instructional Assistant	
2182	Instructional Specialist	
2902	Parent Liaison (.27 FTE)	
TOTAL CLASSIFIED MONTHLY		\$0
CLASSIFIED HOURLY SALARIES & FRINGE		
2116	Child Care for Parent Workshops	
2146	Hourly Tutors (495 hrs)	\$7,000
2916	Noon Director	
TOTAL CLASSIFIED HOURLY		\$7,000
SUB-TOTAL PERSONNEL:		\$49,610
NON-SALARIED CATEGORIES		
4300	Instructional Materials	\$17,000
5751	Field Trips / BUSD Buses	
5800	Counseling Contract	
5800	Contracted Services	
SUB-TOTAL NON-SALARIED:		\$17,000
TOTAL EXPENDITURES:		\$66,610
RESERVE FOR PERSONNEL VARIANCE:		\$1,700
TOTAL FY 2014 BSEP ALLOCATION:		\$68,310
(DIFFERENCE):		\$0
<p>Priorities for anticipated Fall 2014 Carryover</p> <ul style="list-style-type: none"> ➤ Instructional Materials \$6,000 ➤ Teacher Hourly \$2,000 ➤ Tutor Hourly \$2,000 <p>BSEP FY 2014 Carryover projected to be approximately \$10,000</p>		

**Berkeley Unified School District
State and Federal Categorical Programs
FY 2014 - 2015 Budgets Projections**

		Benefits Rate	3010 Title I	7091 EIA/ELL	7090 EIA/SCE	GRAND TOTAL	
School : Emerson		Obj #	(Basic)				
A	CERT. TCHERS MONTHLY		0.150	-	-	0.150	
	<i>Site TSA - Literacy Coach (1.0 FTE, DDF 019)</i>	1102	\$ 12,738	\$ -	\$ -	\$ 12,738	
	<i>(0.15 = Title I, 0.10 = Site BSEP, 0.25= District PD, 0.30= BSEP CSR, 0.20 = LCAP)</i>					-	
	Subtotal		\$ 12,738	\$ -	\$ -	\$ 12,738	
	Fringe Benefits :						
	STRS Monthly	3101	0.09500	1,210	-	-	1,210
	Medicare	3301	0.01450	185	-	-	185
	Health/Dental (@ FTE's 1.00)	3401	\$ 13,017	1,768	-	-	1,768
	SUI	3501	0.00058	7	-	-	7
	WCOMP	3601	0.02050	261	-	-	261
	Retiree Benefits	3701	0.03000	382	-	-	382
	Total		\$ 16,552	\$ -	\$ -	\$ 16,552	
B	CERT. COUNSELORS	1202					
	Subtotal		\$ -	\$ -	\$ -	\$ -	
	Fringe Benefits :						
	STRS Monthly	3101	0.09500	-	-	-	-
	Medicare	3301	0.01450	-	-	-	-
	Health/Dental (@ FTE's 1.00)	3401	\$ 13,017	-	-	-	-
	SUI	3501	0.00058	-	-	-	-
	WCOMP	3601	0.02050	-	-	-	-
	Retiree Benefits	3701	0.03000	-	-	-	-
	Total		\$ -	\$ -	\$ -	\$ -	
C1	DAILY SUB	1116					
C2	DAILY SUB/ Hourly Pay (\$1,500, 1.2)	1116					
	Subtotal		\$ -	\$ -	\$ -	\$ -	
	Fringe Benefits :						
	STRS	3101	0.09500	-	-	-	-
	Medicare	3301	0.01450	-	-	-	-
	SUI	3501	0.00058	-	-	-	-
	WCOMP	3601	0.02050	-	-	-	-
	Retiree Benefits	3701	0.03000	-	-	-	-
	Total		16.06%	\$ -	\$ -	\$ -	\$ -
D	STIPEND	1117					
E1	CURR DEV	1116					
E2	CURR DEV	1116					
F3	TCHR HRLY	1116					
	Subtotal		\$ -	\$ -	\$ -	\$ -	
	Fringe Benefits :						
	STRS	3101	0.09500	-	-	-	-
	Medicare	3301	0.01450	-	-	-	-
	SUI	3501	0.00058	-	-	-	-
	WCOMP	3601	0.02050	-	-	-	-
	Retiree Benefits	3701	0.03000	-	-	-	-
	Total		16.06%	\$ -	\$ -	\$ -	\$ -
G	CLASSIFIED MONTHLY						
	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				-	
	Subtotal		\$ -	\$ -	\$ -	\$ -	
	Fringe Benefits :						
	PERS	3202	0.11771	-	-	-	
	PERS Reduction	3802	0.00000	-	-	-	
	OASDI (FICA)	3312	0.06200	-	-	-	
	Medicare	3302	0.01450	-	-	-	
	Health/Dental (@ FTE's 1.00)	3402	\$ 13,017	-	-	-	
	SUI	3502	0.00058	-	-	-	
	WCOMP	3602	0.02050	-	-	-	
	Retiree Benefits	3702	0.03000	-	-	-	
	Total		\$ -	\$ -	\$ -	\$ -	

**Berkeley Unified School District
State and Federal Categorical Programs
FY 2014 - 2015 Budgets Projections**

		Benefits Rate	3010 Title I (Basic)	7091 EIA/ELL	7090 EIA/SCE	GRAND TOTAL
School : Emerson		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		\$ -	\$ -	\$ -	\$ -
Fringe Benefits :						
	OASDI (FICA)	3312	0.06200	-	-	-
	Medicare	3302	0.01450	-	-	-
	SUI	3502	0.00058	-	-	-
	WCOMP	3602	0.02050	-	-	-
	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 (\$379)	4350	379			379
	Total		\$ 379	\$ -	\$ -	\$ 379
<u>TRAVEL & OUTSIDE SERVICES</u>						
V	Travel / Conference	5200				\$ -
W	Memberships / Dues	5300				-
X	Postage / Mailings	5910				-
Y	Field Trips / Transportation	5711				-
Z1	Consultant	5800				-
Z2	Consultant	5800				-
Z3	Consultant Contract	5805				-
A1	Salary Reserve			-	-	-
	Total		\$ -	\$ -	\$ -	\$ -
<u>CAPITAL OUTLAY</u>						
B1	Equipment (Less than \$5,000)	4400				\$ -
C1	Equipment (Over \$5,000)	6400				-
	Total		\$ -	\$ -	\$ -	\$ -
a.	Total Projected Expenditure		\$ 16,931	\$ -	\$ -	\$ 16,931
b.	Budget Allocation		16,931	-	-	16,931
c.	Add : Carryover		-			-
d.	Total Budgets (d = b + c)		\$ 16,931	\$ -	\$ -	\$ 16,931
e.	Projected Unspent Funds (e = d - a)		\$ 0	\$ -	\$ -	\$ 0

* Title I allocation included \$397 for Parent Involvement.

Appendix D – State and Federal Programs FY 2013-2014 Budget Projection

**Berkeley Unified School District
Educational Services
Projected Centralized Services Expenditures
FY 2014 - 2015**

#	LO	SCHOOL SITES	RS 3010			Total	SCHOOL SITES	LO	#
			Site Support	Parent Involvement Support	PI Schools Support				
1	112	Cragmont	\$2,156	\$489	\$2,400	\$5,045	Cragmont	112	1
2	113	Emerson	1,671	379	1,860	3,910	Emerson	113	2
3	116	Jefferson	1,603	364	1,785	3,752	Jefferson	116	3
4	118	LeConte	2,533	575	2,820	5,928	LeConte	118	4
5	126	Malcolm X	2,587	587	2,880	6,054	Malcolm X	126	5
6	128	John Muir	2,088	474	-	2,562	John Muir	128	6
7	119	Oxford	1,724	391	1,920	4,035	Oxford	119	7
8	124	Rosa Parks	2,411	547	-	2,958	Rosa Parks	124	8
9	120	Thousand Oaks	2,762	627	3,075	6,464	Thousand Oaks	120	9
10	121	Washington	-	-	-	-	Washington	121	1
11	123	Arts Magnet	2,371	538	2,640	5,549	Arts Magnet	123	1
11		Total K-5 Schools	\$21,906	\$4,971	\$19,380	\$46,257	Total K-5 Schools		1
1	132	King	\$5,065	\$1,150		\$6,215	King	132	1
2	127	Longfellow	3,543	804	3,945	8,292	Longfellow	127	2
3	131	Willard	3,503	795	3,900	8,198	Willard	131	3
3		Total 6-8 Schools	\$12,111	\$2,749	\$7,845	\$22,705	Total 6-8 Schools		3
1	137	BHS					BHS	137	1
2	136	B-Tech	983	223	1,095	2,301	B-Tech	136	2
3	135	Independent	-	-	-	-	Independent Study	135	3
3		Total 9-12 Schools	\$983	\$223	\$1,095	\$2,301	Total 9-12 Schools		3
1	262	Early Childhood					Early Childhood	262	1
1		Total Pre-k					Total Pre-k		1
18		TOTAL DISTRICT	\$35,000	\$7,943	\$28,320	\$71,263	TOTAL DISTRICT		1
			\$13.47/ FRM Student		\$15/ FRM				

**Berkeley Unified School District
Office of Educational Services
Teacher Initiated PD Allocation (TIP)
FY 2014 - 2015**

#	LOC	SCHOOL SITES	FY 2013-14 Enrollment (10/2/2013 CALPADS)	Teacher Initiated PD Allocation (TIP) \$5.195/ Pupil
1	112	Cragmont	421	\$2,187
2	113	Emerson	297	\$1,543
3	116	Jefferson	338	\$1,756
4	118	LeConte	344	\$1,787
5	126	Malcolm X	527	\$2,738
6	128	John Muir	282	\$1,465
7	119	Oxford	318	\$1,652
8	124	Rosa Parks	482	\$2,504
9	120	Thousand Oaks	472	\$2,452
10	121	Washington	471	\$2,447
11	123	Arts Magnet	421	\$2,187
11	(A)	Total K-5 Schools	4,373	\$22,719

1	132	King	915	\$4,754
2	127	Longfellow	500	\$2,598
3	131	Willard	511	\$2,655
3	(B)	Total 6-8 Schools	1,926	\$10,006

1	137	BHS	3,025	\$15,716
2	136	B-Tech	150	\$779
3	135	Independent Study	150	\$779
3	(C)	Total 9-12 Schools	3,325	\$17,275

17	D=A+B+C	TOTAL DISTRICT	9,624	\$50,000
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	Description	PD Budget
	Measure A, Staff Development	\$50,000
	Enrollment #	9,624
	Per Pupil Allocation	\$5.195

Notes for TIP Funding:

- * Enrollment figure for B-Tech is agreed-upon Average Enrollment of 150.
- * Independent Study receives funding for 150 students.
- * Berkeley High School's TIP allocation is calculated by subtracting Independent Study's actual enrollment of 120 from BHS CalPads 3,145.

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)

Meets 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. All staff participated in 5 day Everyday math training.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

Meets 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)

Meets 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)

Meets 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 needs 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)

Meets 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)

Meets 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.