



Berkeley Unified School District
BSEP & Educational Services Departments

Emerson Elementary

Consolidated School Plan

2015 – 2016

The Single Plan for Student Achievement

Emerson Elementary School

School Name

01-61143-6090211

CDS Code

Date of this revision: May 13, 2015

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

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

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Berkeley Unified School District

School District

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

I. Consolidated School Plan for Educating The Whole Child

School Name: Emerson Elementary School	School Year: 2015-2016
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Summary of School Goals:

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

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

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

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

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

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

*****PRINCIPALS: add additional site goals and update priorities and contingency plan if applicable: delete if not*****

PRIORITIES FOR ADDITIONAL FUNDS: Purchase of chromebooks and other technology equipment and teacher hourly for intervention.

CONTINGENCY PLAN:

Site Committee Representatives:

Parents/Community	Staff
(Chair): Emily Newman (Parent)	(Principal): Susan Hodge
(Co-Chair, if applicable):	(Teacher): Karen Carter
Forrest Bell	(Teacher): Holen Robie
Lupe Guiza	(Teacher): Stefani Woolridge
Nina Orike	(Classified): Michelle Miguez
Dawn Paxson	(Classified): Ann Marie Callegar (Alt)
Nina Roberson	

BSEP Planning & Oversight Committee Representative:

Dawn Paxson

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

Lupe Guiza

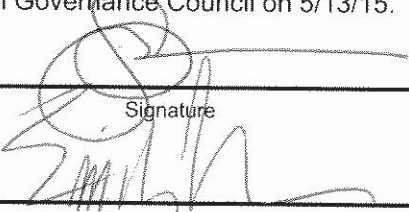



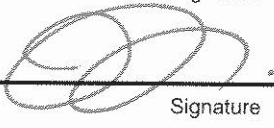
II. Recommendations and Assurances

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:
PTA and classroom teachers.

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

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on .
8. This school plan was adopted by the School Governance Council on 5/13/15.

Susan Hodge Principal		5/13/15 Date
Emily Newman (Parent) School Governance Council Chair		5/13/15 Date
Patricia Saddler Director, Special Programs and Projects		6/8/15 Date
Natasha Beery Director, Berkeley Schools Excellence Program		6/8/15 Date
Pasquale Scuderi Assistant Superintendent, Educational Services		6/8/15 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, gardening, physical education and social emotional skills development;
- Alliance of dedicated collaborative members including the principal, classroom and intervention teachers, support providers, 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 and Social Skills curriculum into our instruction.

IV. School Profile

[For additional school facts and information, please view the attachment titled: Emerson School Information Sheet 2014-15.docx]

*****PRINCIPALS: THIS SECTION NEEDS UPDATING*****

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 fifteen classrooms, several small learning spaces, a cafeteria/auditorium with a stage, a large, well stocked library, a vegetable 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, 23% Hispanic/Latino, 21% African American, 67% Asian, and 12% multi-ethnic or other. On average, approximately 43% of our families qualify for free or reduced lunches, 11% are English Language Learners (the majority of whom are Spanish Speaking), and 9% are students with Special Needs. Students who graduate from our school typically go on to attend Willard and Longfellow Middle Schools and later to 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 and other staff 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 the school has several mobile chrome book labs. Many classrooms and the library have ipads and all classrooms have document cameras and projectors. Students in grades 3-5 have touch typing practice at school and many students practice at home as well. Students in 4th and 5th grades visit the library once or twice a month for Thursday Shuffle to work on math enrichment through the Khan Academy, Keyboarding practice, SBA practice and basic math fact practice.

Additional academic support is provided to students by the Emerson Intervention team and other staff including during and after school reading support, BUILD tutors for reading, math tutoring ,after school intervention classes, and homework support through Kids' World (our after school program). In addition to academic support students have access to on site mental health services and both families and students are supported through our Family Equity and Engagement Coordinator. All teachers are engaged in Equity work, using high leverage strategies to engage and support learners.

V. Comprehensive Needs Assessment Components

A. Data Analysis

For detailed school performance data analysis see two attachments: 1) Document: Emerson Indicators of Progress to Achieve LCAP and SGC Goals 2014-15.pdf and 2) Power Point: Emerson SGC Data presentation fall 2014.pptx. The analysis was presented to the School Governance Council in the fall of 2014 and includes CELDT, district assessments, attendance, and suspension data.

B. Surveys

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

- a. learn our community's concerns, needs and experiences regarding school culture, climate, home/school partnership and communications;
- b. learn our community's knowledge of school expectations; and
- c. 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:

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

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 2014-2015, six teachers participated in the alternative evaluation process focused around the topics of developing resilience, equity, and math. 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 student recognition 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 and 100% of the teachers have been trained and use the Toolbox curriculum to support the social and emotional skills development.

- Credentialed and classified staff began the use of the equity rubric to reflect on culturally relevant practices both in and out of the classroom and all teachers have learned and are using four target Equity strategies to increase the engagement and achievement of students of color.

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 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 as well as social emotional skills and coordinates interventions with staff and other intervention providers to meet the needs of the students.

E. Analysis of Current Instructional Program

[See Appendix H for additional analysis]

Our current instructional program is strong for many reasons. Some of the most effective strategies include:

Goal 1 -

***Teacher Collaboration - Teachers meet regularly to plan and coordinate curriculum and develop instructional practices that draw from students' cultures. As a result all students receive consistent, equity based curriculum and instruction across grade levels. Teachers also meet to review student data and plan support for target students. As a result, students are well supported in their classroom and make good academic progress.

***Literacy Coach - Our Literacy coach supports target students in grades K - 2 in reading and writing. As a result, students are better able to access and benefit from daily instruction in their classrooms. She also coaches classroom teachers, helping them to better support target students in their classrooms.

***RTI Support - We have coordinated interventions to support students including an RTI Teacher to provide direct instruction to students in math, BUILD tutors who work directly with students 3 days a week on literacy, and a Literacy Tutor to support students in K. All interventions are coordinated and tracked through our RTI team. As a result, target students receive significant support on a regular basis and make good progress toward meeting grade level expectations.

Goal 2 -

***ELD instruction - We have a .40 ELD teacher and students in grades K-5 receive regular English Language Development support. Our EL students make good progress toward annual objectives.

***Toolbox - We now implement a social emotional curriculum. Students can be observed using "tools" to help them navigate social situations and to reflect on and moderate their behaviors.

Goal 3 -

***FEED coordinator - This position has increased in effectiveness as we have learned to better integrate the support and services into our program. The coordinator provides direct support to target families, interacts regularly with target students, outreaches to facilitate services for target students, and supports the SART program at the site. Success of the program is evidenced by teachers repeatedly accessing coordinator services to support families. Students feel more secure and welcome at school, students have received glasses, families have bus passes and furniture, and attendance monitoring is more effective due to the FEED coordinators efforts and involvement.

Based on the analysis of this practice, we plan to continue with our current program. We are looking to be even more strategic with our interventions so that the support that target students receive is even more focused and relevant to curriculum standards and expectations.

VI. Description of Barriers and Related School Goals

Description of Barriers: (this is from 2014 (SPSA))

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:

- There are not enough minutes in the school day to fit in all the needed and required curricula and not all our current curricula are matched with the Common Core Standards and require some additional modification. Teachers have to squeeze it all in which does not give optimal results.
- 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.
- 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.
- 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 and high leverage Equity 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 successfully engaged. We will continue to work collaborative with our Equity Coordinator, PTA, and staff to build our capacity in these areas.
- 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.

Local Control and Accountability Plan (LCAP)

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

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

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

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

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

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

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

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

Section 1: Stakeholder Engagement

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

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

Our Students Need:

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

Section 2: Goals and Progress Indicators

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

Section 3: Actions, Services, and Expenditures

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

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

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

Actions that will IMPROVE and EXPAND service to students

- v Increase use of culturally and linguistically relevant instructional practices

- v Actively recruit, support and retain African-American and Latino teachers

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

LCAP Supplemental Funding Supports:

Actions that will provide NEW service to students

- v Provide trained English Language Development (ELD) teachers at every school site
- v Provide and support Rtl2 teacher coaches at all elementary schools
- v Plan and monitor college and career path for high school students needing academic support
- v Implement a district wide social-emotional curriculum for grades K-6

In order to achieve the district goals for all students, as well as to reach more aggressive goals for the identified high need student groups, the LCAP includes an accounting of the multiple funding sources working together to fund programs and services. Furthermore, each of our individual school sites has developed the state mandated Single Plan for Student Achievement ("School Plan") and has identified additional actions and expenditures in support of these goals for the students at their school.

Section 3.C.

Berkeley's Local Control and Accountability Plan intentionally includes the implementation of certain school wide practices that will have an impact on the learning environment and school climate as a whole, and meet the requirement of being the most effective means of delivering improved services to our target students, for whom there would be a disproportionately positive impact. In addition to the school wide improvements, expenditures are targeted to provide direct service to low income students, English learners, and foster youth including ELD teachers at every school, literacy coaches to provide one on one and small group instruction, mental health supports, the Middle School Bridge program, Alive and Free, and the AVID program.

[1] Forty-two percent of the students in Berkeley Unified School District are socio-economically disadvantaged (SED) as determined by federal standards, and of those students, 35% are African-American and 35% are Latino, while 8% are students of two or more races. English Learners (EL) make up 10.8% of the K-12 student body, and of those EL students 74.5% are considered low income.

VII. School and Student Performance Data (continued)

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

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	24	27	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	24	27	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	57.5	59.0	60.5
Met Target	*	--	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	26	5	26	9		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	*	*	--	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the Site Level		
	2012-13	2013-14	2014-15
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		
	2012-13	2013-14	2014-15
Number of Annual Testers	852	789	
Percent with Prior Year Data	98.5	98.5	
Number in Cohort	839	777	
Number Met	527	533	
Percent Met	62.8	68.6	
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	737	323	689	317		
Number Met	217	201	217	189		
Percent Met	29.4	62.2	31.5	59.6		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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 5: California English Language Development (CELDT) Data

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

Grade	California English Language Development Test (CELDT) Results for 2014-15										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

VIII. Planned Improvements in Student Performance

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The School Governance Council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community.

Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

Goal #1: High Quality Instruction and Curriculum

LCAP Goal:

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

Student groups and grade levels to participate in this goal:

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

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

Anticipated annual performance growth for each group:

LCAP Goal 1.2 Implementation of the new Common Core State Standards (CCSS) : All teachers will be supported in teaching the new CCSS in English language arts/Literacy, mathematics and Next Generation Science Standards (NGSS) including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful.

LCAP Goal 1.3 Grade Level Literacy: Students will demonstrate grade level proficiency in literacy with Third Grade performance serving as the district indicator of progress toward this goal. By the end of third grade, 80 percent or more of students will meet reading targets by 2015-16. The applicable student subgroup meeting targets will increase by at least 7 percentage points each year.

Means of evaluating progress toward this goal:

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

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

Group data to be collected to measure academic gains:

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

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>1. Emerson teachers and staff will ensure implementation of high quality, balanced English Language Arts (ELA) and Math programs using district adopted curriculum and best practices (the Teachers College Reading and Writing Program along with word work and spelling activities for ELA and A Story of Units program in math). Teachers will continue to transition to teaching the California Common Core Standards (CCCS) in ELA, math, and Science.</p> <p>Teachers will attend district wide and site based trainings led by literacy and math coach and teacher leaders as we continue the transition to the Common Core. Teachers will be released to observe other teachers on site and at other schools 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>Teachers and classified staff will collaborate at meetings, annual retreat and conferences.</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</p>	August 2015-June 2016	1102 Certificated Monthly	1.0 FTE Literacy Coach/Teacher (.16 FTE)	BSEP	18,017
		1116 Certificated Hourly	Teacher substitutes	BSEP	5,216
		4300: Instructional Materials & Equipment	Materials	BSEP	14,885
		5200 Travel and Conference	Professional Development	BSEP	1,000
		2116 Classified Hourly	Professional Development and attendance at retreats	BSEP	1,000
		5800 Contracted Services (inc software subscriptions	Technology subscriptions	BSEP	500
		4300 Materials and Supplies	Technology - Chromebooks	BSEP Carryover	11,500
		4400 Equipment \$500 to \$5,000	Technology - Chromebook carts	BSEP Carryover	3,500
		4380 Other/Reserve	Personnel Variance	BSEP	2,500
		4300 Materials and Supplies	Materials and Supplies	BSEP Carryover	8,000

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
and available. Once available, BSEP carryover funds may be allocated for the purchase of additional technology (chrome books and carts), certificated hourly, and travel and conferences.					
<p>2. Students will be identified for extra support and targeted instruction on an ongoing basis through a review of performance and behavior data/information at snapshot, grade level and Response to Intervention (RTI) Team Meetings. Interventions will be coordinated by the Emerson Intervention Team comprised of Literacy Coach, RTI/ELD teacher, BUILD coordinator, Special Education and classroom teachers, Equity Coordinator, librarian and principal. Parent input and involvement will be sought at parent teacher conferences and Student Study Team (SST) 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, RTI/ELD Teacher, Special Education Teachers, Classroom Teachers, Tutors, and volunteers.</p> <p>Additional one on one after school support will be provided through 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. Teachers and staff will also provide targeted after school instruction throughout the school year.</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</p>	August 2015-June 2016	<p>1102 Certificated Monthly</p> <p>1102 Certificated Monthly</p> <p>1116 Certificated Hourly</p> <p>2146 Hourly Tutor</p> <p>1116 Certificated Hourly</p> <p>1116 Certificated Hourly</p> <p>4380 Other/Reserve</p> <p>5800 Contracted Services (inc software subscriptions)</p> <p>1116 Certificated Hourly</p>	<p>RTI Teacher .20</p> <p>RTI Teacher .20</p> <p>1.0 FTE Literacy Coach (.09 Title I, .55 District BSEP. 20 LCAP)</p> <p>Tutor hourly for math and ELA intervention.</p> <p>Teacher hourly for coordination of BUILD program</p> <p>Teacher hourly for LLI and other interventions</p> <p>Personnel Variance</p> <p>BUILD Tutor Contract through Kids' World</p> <p>Teacher hourly for LLI and other intervention</p>	<p>BSEP</p> <p>District Allocation</p> <p>Title I A - Basic Funding</p> <p>BSEP</p> <p>BSEP</p> <p>BSEP</p> <p>Title I A - Basic Funding</p> <p>Other</p> <p>BSEP Carryover</p>	<p>14,762</p> <p>10,135</p> <p>3,000</p> <p>2,400</p> <p>6,180</p> <p>563</p> <p>2,500</p> <p>5,000</p>

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>will attend PBIS trainings and will implement PBIS in the after school program.</p> <p>Behavioral health support will be provided to target students - see Goal 3.</p>					
<p>3. 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, cooking, baseball, and lego 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>	<p>August 2015-June 2016</p>	<p>1102 Certificated Monthly</p> <p>5800 Contracted Services (inc software subscriptions)</p> <p>2102 Classified Monthly</p> <p>4300 Materials and Supplies</p> <p>4380 Other/Reserve</p>	<p>.72 FTE Art Teacher (.40 FTE PTA)</p> <p>PE Teacher through YMCA contract</p> <p>Gardening Instructional Specialist</p> <p>Materials and supplies</p> <p>Unallocated Reserve for variance</p>	<p>PTA</p> <p>PTA</p> <p>PTA</p> <p>Title I A - Basic Funding</p> <p>PTA</p>	<p>44,026</p> <p>21,168</p> <p>3,000</p> <p>993</p> <p>3,062</p>

VIII. Planned Improvements in Student Performance (continued)

Goal #2: Cultural and Linguistic Responsiveness

LCAP Goal:

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

Student groups and grade levels to participate in this goal:

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

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

Anticipated annual performance growth for each group:

2.1 Reduce the number of students with ten or more total absences by 10% of the 2013-2014 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:

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

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

Group data to be collected to measure academic gains:

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

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>1. English Language Development Teacher will ensure that every English Learner receives 30 minutes of ELD (English Language Development) daily at the appropriate level.</p> <p>ELD Teacher and other trained staff will assess EL students using the CELDT and the ADEPT.</p> <p>Students will be pulled in leveled groups for ELD instruction using adopted ELD adoption. Teachers will track student progress and will report progress to parents on a regular basis.</p> <p>ELD Teacher and staff will monitor the progress of every EL student in English to ensure that each student is gaining at least one CELDT level a year and that students are reaching proficiency.</p>	August 2015-June 2016	1102: Certificated – Monthly	.40 ELD teacher	District Allocation	
<p>2. Teachers will continue to use strategies, materials, and instruction that engage and support all learners. Teachers will use high Equity Strategies to support and engage students of color.</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>Teachers will attend the Cultural Competency training in order to support the implementation of high equity strategies and to deepen their understanding of the culture of and issues faced by student in the target groups.</p> <p>With the support of the Equity Teacher Leader, staff will engage regularly in equity based learning activities, read articles, review data (use of equity strategies with students from target groups, uh-oh slips and office referrals), and use equity rubric to identify student and staff needs in order create a more welcoming and engaging environment for all students.</p>	August 2015-June 2016	1116 Certificated Hourly 2102 Classified Monthly	Teacher Stipend for Equity Teacher Leader FEED Coordinator (see Goal 3)	District Allocation District Allocation	
<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, practiced, and supported with sensitivity towards all</p>	August 2015-June 2016	1116 Certificated Hourly 1116 Certificated Hourly	Stipend for PBIS teacher leader RTI Teacher - See Goal 1	District Allocation	

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>student's emotional health as well as cultural and linguistic differences. With the support and guidance of Equity Lead Teacher and other staff, 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 serious issues.</p> <p>Develop a PBIS team or modify a current team to meet regularly to develop positive behavior policies and practice, 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>Attendance and Shout Out certificates will be awarded at monthly all school meetings.</p> <p>Kids' World and other classified staff will attend PBIS and other positive behavior trainings with credentialed staff and will implement PBIS school wide.</p> <p>Plan and hold a parent information and planning meeting so that parents are more aware of and involved in the positive behavior practices, strategies and outcomes. Parents will learn about PBIS, Toolbox, Welcoming Schools, in order to collaborate with the school and reinforce strategies at home.</p>		<p>4300 Materials and Supplies</p> <p>4300 Materials and Supplies</p>	<p>Shout out and attendance certificates</p> <p>Attendance awards</p>		
<p>4. Staff will collaborate to plan and use the Toolbox curriculum to teach social emotional regulation skills to students. All certificated and classified staff have been trained in the use and purpose of this curriculum.</p> <p>Staff will post "Tools" in the classrooms and integrate use of tools into daily instruction through read alouds, real life problem solving situations, conflict resolution, and individual target student behavior support.</p>	<p>August 2015-June 2016</p>	<p>1116 Certificated Hourly</p>	<p>Collaboration - See Goal 1</p>		

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost

VIII. Planned Improvements in Student Performance (continued)

Goal #3: Safe, Welcoming and Inclusive School Climate

LCAP Goal:

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

Student groups and grade levels to participate in this goal:

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

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

Anticipated annual performance growth for each group:

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

Means of evaluating progress toward this goal:

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

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

Group data to be collected to measure academic gains:

California Healty Kids Survey (CHKS)/Healthy Kids Climate Report
Family Connectedness Survey
District LCAP Survey
CALPADS
District Indicators Report: Attendance Information; chronic absenteeism
Special Education Information System (SEIS) Reports
PowerSchool PBS Report

Family Engagement Coordinators' Intervention Logs

Family Affinity and Focus Group Meetings.

Family involvement in district/school activities (SGC, DELAC,/ELAC committees, students clubs, afterschool programs, fundraisers, PTSA/PTO membership; promotion ceremonies.

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>1. Teachers, staff, and parents will plan and articulate strategies for parent involvement and include them in the site plan.</p> <p>Emerson School will have a Family Equity and Engagement Department (FEED) Coordinator who will interact with individuals from diverse cultural, racial/ethnic, and socioeconomic backgrounds to help families navigate the school system and related social services.</p> <p>The FEED Coordinator 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 target groups, including groups such as the PTA sponsored Equity Study Circle. Based on parent interest and student need, staff will provide parent workshops, educational events on topics identified as important through parent surveys and diverse parent guardian groups. Workshops might include parent education nights on reading, math, writing, homework, positive behavior systems, support for students, special education, etc.</p> <p>FEED coordinator will attend SART (Student Attendance Review Team) meetings to strategize with staff and families on how to improve target student attendance and support families. FEED coordinator will collaborate with principal to complete Student Attendance Review Board Packets.</p> <p>A Bilingual Clerical Office Assistant will support Spanish speaking families and translation will be provided for phone calls, newsletters and automated phone messages, and parent-teacher conferences and meetings. Assistant will assist staff and teachers by ordering and preparing materials and supplies. Site</p>	<p>August 2015-June 2016</p>	<p>2102: Classified – Monthly</p> <p>2102: Classified – Monthly</p>	<p>.40 Parent Liaison</p> <p>Bilingual Clerical Assistant</p>	<p>District Allocation</p> <p>PTA</p>	<p>17,214</p>

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
will work toward aligning the services of this position with the Office of Family Equity and Engagement.					
<p>2. Organized parent groups, such as the Emerson Study Circle 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.</p> <p>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 meaningful partnerships with parents. Parent Liaison will outreach to families of color to increase involvement and will coordinate with target parents and ELD teacher to schedule and hold a minimum of four ELAC meetings a year.</p> <p>Principal and staff will collaborate with multiple stakeholders such as After School Coordinator, FEED office, Equity Teacher, ELD/RTI teacher to plan and hold family information evenings and assemblies based on interest and need.</p>	August 2015-June 2016	4300 Materials and Supplies	Food and paper products for Parent Involvement activities and evening events.	Title I A - Parent Involvement	278
<p>3. Emerson staff, teachers, and parents will continue to plan and 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, Walk-a-thon, Silent Auction, and culturally based assemblies and activities throughout the year.</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</p>	August 2015-June 2016	4300: Instructional Materials & Equipment 4300: Instructional Materials & Equipment	Food and babysitting Parent awards purchased with principal discretionary funds	PTA Other	

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
be recognized at that assembly as well. Staff and parents will collaborate to plan additional ways to recognize a diverse range of parent involvement and support.					
4. Teachers will continue to use the Welcoming Schools curriculum to ensure that all students and families feel safe and secure at school. Teachers will meet to plan and then teach lessons from the three Welcoming Schools units focusing on bullying, family diversity and gender. stereotyping.					
5. Behavioral health support services will be coordinated and provided at school. Site will collaborate with Berkeley Public Mental Health and other service providers so that trained personnel may provide one on one and small group behavior health support services to target students.	August 2015-June 2016	5800 Contracted Services (inc software subscriptions	Behavioral Health support services	District Allocation	9,000

Appendix A - Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I A - Basic Funding	11,691	0.00
Title I A - Parent Involvement	278	0.00
BSEP	69,460	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
BSEP	69,460.00
BSEP Carryover	28,000.00
District Allocation	9,000.00
Other	2,500.00
PTA	88,470.00
Title I A - Basic Funding	11,691.00
Title I A - Parent Involvement	278.00

Appendix B - Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1102 Certificated Monthly	76,805.00
1116 Certificated Hourly	28,931.00
2102 Classified Monthly	3,000.00
2102: Classified – Monthly	17,214.00
2116 Classified Hourly	1,000.00
2146 Hourly Tutor	3,000.00
4300 Materials and Supplies	20,771.00
4300: Instructional Materials & Equipment	14,885.00
4380 Other/Reserve	6,125.00
4400 Equipment \$500 to \$5,000	3,500.00
5200 Travel and Conference	1,000.00
5800 Contracted Services (inc software subscriptions)	33,168.00

Appendix C - Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1102 Certificated Monthly	BSEP	32,779.00
1116 Certificated Hourly	BSEP	13,796.00
2116 Classified Hourly	BSEP	1,000.00
2146 Hourly Tutor	BSEP	3,000.00
4300: Instructional Materials & Equipment	BSEP	14,885.00
4380 Other/Reserve	BSEP	2,500.00
5200 Travel and Conference	BSEP	1,000.00
5800 Contracted Services (inc software	BSEP	500.00
1116 Certificated Hourly	BSEP Carryover	5,000.00
4300 Materials and Supplies	BSEP Carryover	19,500.00
4400 Equipment \$500 to \$5,000	BSEP Carryover	3,500.00
5800 Contracted Services (inc software	District Allocation	9,000.00
5800 Contracted Services (inc software	Other	2,500.00
1102 Certificated Monthly	PTA	44,026.00
2102 Classified Monthly	PTA	3,000.00
2102: Classified – Monthly	PTA	17,214.00
4380 Other/Reserve	PTA	3,062.00
5800 Contracted Services (inc software	PTA	21,168.00
1116 Certificated Hourly	Title I A - Basic Funding	10,135.00
4300 Materials and Supplies	Title I A - Basic Funding	993.00
4380 Other/Reserve	Title I A - Basic Funding	563.00
4300 Materials and Supplies	Title I A - Parent Involvement	278.00

Appendix D - Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	182,907.00
Goal 3	26,492.00

Appendix I - 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 J - 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.