

The Single Plan for Student Achievement

Emerson Elementary School

School Name

01-61143-6090211

CDS Code

Date of this revision: April 26, 2017

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

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

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 28, 2017.

I. Consolidated School Plan for Educating The Whole Child

School Name: Emerson Elementary School	School Year: 2016-2017
---	-------------------------------

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.

PRIORITIES FOR ADDITIONAL FUNDS: Purchase of classroom materials and supplies, tutor hourly, and assemblies.

CONTINGENCY PLAN:

Site Committee Representatives:

Parents/Community	Staff
(Chair): Emily Newman (Parent)	(Principal): Susan Hodge
(Co-Chair, if applicable):	(Teacher): Jessica Cislowski
Forrest Bell	(Teacher): Elisa Gomez
Whitney Morris	(Teacher): Holen Robie
Nina Orike	(Classified): Lily Howell
Dawn Paxson	(Certificated) Anna Stuppi
Jade Thomas	

BSEP Planning & Oversight Committee Representative: Dawn Paxson

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

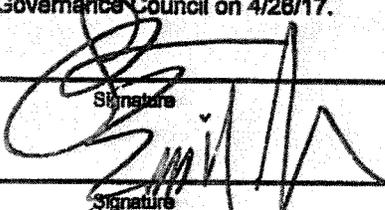
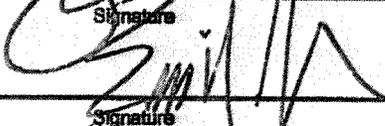
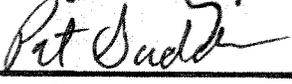
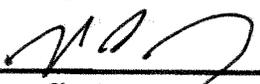
II. Recommendations and Assurances

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 4/28/17.

Susan Hodge Principal		4/26/17 Date
Emily Newman (Parent) School Governance Council Chair		4/26/17 Date
Patricia Saddler Director, Special Programs and Projects		6/14/17 Date
Natasha Beery Director, Berkeley Schools Excellence Program		6/14/17 Date
Pasquale Scuderi Assistant Superintendent, Educational Services		JUN 13 2017 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.

District Mission:

Excellence, Equity, Engagement, and Enrichment

IV. School Profile

[For additional school facts and information, please view the attachment titled: Emerson School Information Sheet 2015-2016.docx

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 305 students reflects the diverse racial, ethnic, and linguistic richness of the Bay Area. According to our most recent, approximate numbers, our student body is 37% Caucasian, 18% Hispanic/Latino, 17% African American, 9% Asian, and 18% two or more races. On average, approximately 37% of our families qualify for free or reduced lunches, 12% are English Language Learners (the majority of whom are Spanish Speaking), and 11% 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, and 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 students in grades 3 - 5 have chromebook carts with an individual chromebook for each student. Many classrooms and the library have ipads and all classrooms have document cameras, projectors and Apple TV. Students in grades 3-5 have touch typing practice at school and many students practice at our After School Program and at home as well. Students in 3rd - 5th grades visit the library once or twice a month for Thursday Shuffle to work on math and technology enrichment through the Khan Academy, ZEARN, Keyboarding practice, Reflex math, SBA practice and other online programs.

Additional academic support is provided to students by the Emerson Intervention team and other staff including during and after school reading and math 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 by a licensed practitioner 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. All grade level teams work in PLC's (Professional Learning Communities) to track student data, set goals, provide intervention based on those goals, and reevaluate progress. A third of the staff has been trained in S'cool Moves to strengthen the sensory foundation for learning.

V. Comprehensive Needs Assessment Components

A. Data Analysis

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

B. Surveys

The school conducted a Parent Engagement survey in February of 2015 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 2016-2017, six teachers participated in the alternative evaluation process focused around the topics of Transference, Reading Recovery and as a Beginning Teacher Support Provider. The remaining 10 credential staff members participated in traditional evaluations with a variety of Professional Development Goals.. 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.
- 95% 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, work spaces and school wide.
- 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 in all subject areas and report the results to parents and guardians through report cards. In 2016-2017, for the second consecutive year, BUSD sponsored training for a set of staff in all Berkeley public school on Professional Learning Communities (PLC's) in order to improve the staff's ability to collaborate to analyze student work and use that information to plan instruction and intervention for target students in specific areas. Over half of the Emerson classroom and intervention staff have now been trained and engage in grade level and cross grade level PLC's focused on analyzing student reading, writing, and math. Throughout the year, staff set aside 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 exit tickets and tests and spelling tests were analyzed in order to assess learning and plan instruction to meet student needs. Teachers adjusted instructional practices and grouping based on student progress regularly throughout the year. This year the Emerson staff continues to track student progress and monitor interventions in our weekly Coordination of Services Team (COST) meetings. The COS team also meets with individual teachers to share student concerns and brainstorm solutions and to coordinate interventions with site staff and other intervention providers to best meet the needs of all 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 to 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 in PLC's (Professional Learning Communities) to review student data and plan instruction and intervention for target students. As a result, we have seen measurable gains for specific students in targeted areas. Students are well supported in their classroom and make solid academic progress.
- Literacy Coach - Our full time Literacy coach provides direct support to target students in grades K - 3 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.
- Intervention Teacher - Our Intervention teacher provides direct support to students in all grades. She provides extended (flood model) support in target classrooms three days a week in writing and math. As a result, we have seen sustained, measureable progress for target students across the grades.
- Additional Supports - BUILD tutors who work directly with students 3 days a week on literacy, and a Tutor to support target students in several grades. Our Inclusion and Resource teachers support target students with and without IEP's to make progress toward their goals. All interventions are coordinated and tracked through our COST. As a result, target students receive significant support on a regular basis and make steady progress toward meeting grade level expectations.

Goal 2 -

- ELD instruction - Our part time English Language Development teacher provides specialized support to English Learners (EL) in grades K-5. Our EL students make good progress toward meeting annual objectives and reclassification criteria.
- 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.
- PBIS - We have school wide Positive Behavior Intervention Systems to reinforce and recognize positive behaviors. This year we launched our Caught Being Good (CBG;s) to call out those target behaviors school wide.

Goal 3 -

- FEE coordinator - The Family Engagement and Equity (FEE) Coordinator provides direct support to target families, interacts regularly with target students, outreaches to facilitate services for target students, and supports the Student Attendance Review Team (SART) program at the site. Families frequently reach out for the support of our FEE coordinator. 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 FEE coordinator's efforts and involvement.

- Equity Strategies - All teachers utilize high leverage equity strategies to increase engagement and academic success of all students, especially those who are historically under-served. This year, under the guidance of our site based Equity Teacher Leader, we have launched a book club and are currently reading Culturally Responsive Teaching and the Brain. We continue to dedicate one hour a month to focus on Equity practices school wide.

Based on the analysis of this practice, we plan to continue with much of our current program. We are looking to continue to be strategic with the scheduling of interventions so that support for target students continues to be 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:

- 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. 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 school wide.
- We have a licensed, experienced therapist two days a week who is having a positive impact on students. However, we can only support a limited number of children and there are other children who need additional support.
- While teachers have been trained in Culturally Responsive Teaching and Learning strategies and high leverage Equity Strategies, the ability to connect with and have a positive impact on each and every student is an ongoing focus 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 feel we are less connected and successfully engaged. We will continue to work collaboratively with our FEE 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 over 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 RtI2 teacher coaches at all elementary schools
- v Plan and monitor college and career path for high school students needing academic support
- v Implement a district wide social-emotional curriculum for grades K-6

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

Section 3.C.

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

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

VII. School and Student Performance Data (continued)

Table 1a - CAASPP Results (All Students) - English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	43	57	42	56	42	55	97.7	98.2
Grade 4	52	46	50	44	50	44	96.2	95.7
Grade 5	49	55	47	52	47	52	95.9	94.5
All Grades	144	158	139	152	139	151	96.5	96.2

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2440.0	2491.7	29	55	17	22	43	15	12	9
Grade 4	2483.5	2485.8	40	32	18	18	12	30	30	20
Grade 5	2537.3	2543.5	40	38	23	27	17	17	19	17
All Grades	N/A	N/A	37	42	19	23	23	20	21	15

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	29	45	55	44	17	11	
Grade 4	30	30	46	50	24	20	
Grade 5	43	37	36	33	21	31	
All Grades	34	38	45	42	21	21	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	26	55	57	33	17	13
Grade 4	36	36	40	34	24	30
Grade 5	45	58	38	25	17	17
All Grades	36	50	45	30	19	19

Listening						
Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	29	36	52	56	19	7
Grade 4	28	25	52	66	20	9
Grade 5	36	33	49	48	15	19
All Grades	31	32	51	56	18	12

Research/Inquiry						
Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	24	53	55	38	21	9
Grade 4	36	18	22	66	20	16
Grade 5	34	44	57	46	9	10
All Grades	32	40	44	49	17	11

Conclusions based on this data:

- 1.

VII. School and Student Performance Data (continued)

Table 1b - CAASPP Results (All Students) - Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	43	57	42	57	42	56	97.7	100
Grade 4	52	46	50	46	50	46	96.2	100
Grade 5	49	55	47	53	47	52	95.9	96.4
All Grades	144	158	139	156	139	154	96.5	98.7

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2446.0	2489.1	29	48	29	32	21	11	21	9
Grade 4	2473.5	2492.5	24	26	32	30	16	24	28	20
Grade 5	2545.4	2525.3	38	35	19	13	30	23	13	29
All Grades	N/A	N/A	30	37	27	25	22	19	21	19

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	40	64	31	25	29	11	
Grade 4	36	41	24	30	40	28	
Grade 5	43	40	34	27	23	33	
All Grades	40	49	29	27	31	23	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	38	63	43	29	19	9
Grade 4	22	30	44	39	34	30
Grade 5	49	31	36	40	15	29
All Grades	36	42	41	36	23	22

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	33	54	48	36	19	11
Grade 4	26	35	46	50	28	15
Grade 5	34	33	53	35	13	33
All Grades	31	41	49	40	20	19

Conclusions based on this data:

- 1.

VII. School and Student Performance Data (continued)

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

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	27	24	28
Percent with Prior Year Data	100.0%	91.7%	100.0%
Number in Cohort	27	22	28
Number Met	--	17	19
Percent Met	--	77.3%	67.9%
NCLB Target	59.0	60.5	62.0%
Met Target	--	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	26	9	31	3	27	4
Number Met	--	--	14	--	15	--
Percent Met	--	--	45.2%	--	55.6%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	Yes	--	Yes	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
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		
	2013-14	2014-15	2015-16
Number of Annual Testers	789	745	781
Percent with Prior Year Data	98.5	94.9	96.3
Number in Cohort	777	707	752
Number Met	533	448	473
Percent Met	68.6	63.4	62.9
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	689	317	654	317	667	328
Number Met	217	189	173	187	201	197
Percent Met	31.5	59.6	26.5	59.0	30.1	60.1
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	96	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	96	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

VII. School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K					***							***			
1		50	33	70	50	67	30								
2		33	20	***	33	20	***	22	60	***	11				
3	25	***	56			11	50	***	22	25		11		***	
4		50	25	***			***	50	25	***		25			25
5	14	***	***	43	***	***	43	***	***						
Total	7	38	36	44	29	25	37	25	25	11	4	11		4	4

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 2017 - 2018. 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 begin to transition to California Common Core Standards (CCCS) in Science.</p> <p>Teachers will attend district wide and site based training led by literacy and math coach and teacher leaders as we implement Common Core standards. Teachers will be released to observe other teachers on site and at other schools and to plan curriculum and instruction.</p> <p>Teachers will meet and plan in Professional Learning Communities to 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. Identified Classified staff will also be paid hourly to participate in PBIS planning meetings.</p> <p>All appropriate and necessary materials, supplies, equipment, technology (for students and staff), and furniture will be purchased. Additionally, staff will seek</p>	<p>2017-2018 School Year</p>	1102 Certificated Monthly	1.0 FTE Literacy Coach/Teacher (.25 BSEP)	BSEP	30,750
		1116 Certificated Hourly	Teacher substitutes	BSEP	2,000
		4300: Instructional Materials & Equipment	Materials	BSEP	7,300
		5200 Travel and Conference	Professional Development	BSEP	1,000
		2116 Classified Hourly	Professional Development and attendance at retreats and PBIS meetings	BSEP	750
		1116 Certificated Hourly	Teacher Substitutes	BSEP Carryover	3,500
		4300 Materials and Supplies	Materials and Supplies	BSEP Carryover	11,500

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
out and participate in professional development as needed and available. Once available, BSEP carryover funds may be allocated for the purchase of additional materials, time to meet and plan, and for additional culturally relevant assemblies.					
<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 (PLC), snapshot, grade level and Coordination of Services (COS) Team Meetings. At COST, Interventions will be coordinated by the Emerson Intervention Team comprised of Literacy Coach, RTI teacher, ELD teacher, Special Education and classroom teachers, 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 coordinate intervention 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, and ELD Teachers, Special Education Staff, 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. If funds are available, the RTI will be paid hourly to coordinate and supervise BUILD and SAGE tutors after school. 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>	2017-2018 School Year	1102 Certificated Monthly	.80 FTE Rtl Teacher (.40 District, .25 BSEP)	BSEP	28,210
		1102 Certificated Monthly	.80 Rtl Teacher (.15 Title I)	Title I A - Basic Funding	15,135
		1102 Certificated Monthly	1.0 FTE Literacy Coach (.75 District)	District Allocation	
		1116 Certificated Hourly	Extended Day Academic Intervention	District Allocation	5,687
		2102 Classified Monthly	Hourly Tutors for intervention instruction	BSEP	500
		4380 Other/Reserve	Personnel Variance	BSEP	1,760
		4380 Other/Reserve	Personnel Variance	Title I A - Basic Funding	454
		5800 Contracted Services (inc software subscriptions)	BUILD Tutor Contract through Kids' World; (ASLP funded)	Other	2,500
		4300 Materials and Supplies	Books, materials, and supplies to close achievement gap	Title I A - Basic Funding	966

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 and gardening classes which will focus on building life long habits of health, well being, and sustainability. All students in K-5 will have weekly PE classes and all students in grades 1-5 will have an additional weekly conditioning class.</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 site and PTA if funds are available.</p>	2017-2018 School Year	<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>Art Teacher (.40 FTE PTA, .32 District)</p> <p>PE Teacher through YMCA contract</p> <p>Gardening Instructional Specialist</p> <p>PE, Art. and Discovery Zone supplies</p> <p>PE Teacher through YMCA contract</p>	<p>PTA</p> <p>PTA</p> <p>District Allocation</p> <p>BSEP Carryover</p> <p>BSEP</p>	<p>44,815</p> <p>21,145</p> <p>5000</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 2015-2016 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>	2016-2017 School Year	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>	2016-2017 School Year	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 student's emotional health as well as cultural and</p>	2016-2017 School Year	1116 Certificated Hourly 1102 Certificated Monthly 4300 Materials and Supplies	Stipend for PBIS teacher leader RTI Teacher - See Goal 1 Shout out certfficates	District Allocation District Allocation BSEP Carryover	

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>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>Site will hold monthly All School Meetings for the primary purpose of building community. Student performances, special event and calendar announcements, and Attendance and Shout Out certificates will take place at All School Meetings.</p> <p>Special Assemblies focused on the Performing Arts and cultural representations will be scheduled for Friday assemblies.</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>Site will purchase supplies for Disaster Preparedness to stock read safety backpacks and Safety Container.</p>		4300 Materials and Supplies	Attendance incentives	BSEP Carryover	
		5800 Contracted Services (inc software subscriptions)	Special Assemblies	PTA	3,200
		2116 Classified Hourly	Classified staff to attend monthly PBIS meeting	BSEP	250

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<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>	2016-2017 School Year	1116 Certificated Hourly	Collaboration - See Goal 1		
<p>5. Clerical Bilingual Clerical Office Assistant will be in the front office the majority of the school day to assist with office duties, help teachers prep and copy materials, translate for Spanish speaking parents, translate site and PTA materials, and assist in the front office to welcome and support families.</p>	2016-2017 School Year	2102 Classified Monthly	Clerical Bilingual Office Assistant	PTA	25,693
		4380 Other/Reserve	Personnel Variance for Bilingual Assistant and Art Teacher	PTA	2,115

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>	2016-2017 School Year	2102: Classified – Monthly	.40 Parent Liaison	District Allocation	
<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</p>	2016-2017 School Year	4300 Materials and Supplies 1116 Certificated Hourly	Materials and supplies for parent outreach Teacher presentations at Literacy Night and other parent events	Title I A - Parent Involvement Title I A - Parent Involvement	300 117

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>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, Literacy Coach, RTI teacher, and ELD teacher to plan and hold family information evenings and assemblies based on interest and need.</p>					
<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 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.</p>	2016-2017 School Year	4300: Instructional Materials & Equipment	Food and babysitting	PTA	
<p>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.</p>	2016-2017 School Year	4300 Materials and Supplies		District Allocation	

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>PBIS planning meetings will take place once a month. Classified staff will attend along with credential staff to track student behavioral data and update and modify PBIS plan.</p>					
<p>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 two days a week.</p>	<p>August 2015-June 2016</p>	<p>5800 Contracted Services (inc software subscriptions 5800 Contracted Services (inc software subscriptions</p>	<p>Behavioral Health support services Behavioral Health support services</p>	<p>District Allocation Other</p>	<p>12,000 5,000</p>

Appendix A - Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I A - Basic Funding	16,555	0.00
Title I A - Parent Involvement	417	0.00
BSEP	77,520	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
BSEP	77,520.00
BSEP Carryover	15,000.00
District Allocation	17,687.00
Other	7,500.00
PTA	96,968.00
Title I A - Basic Funding	16,555.00
Title I A - Parent Involvement	417.00

Appendix B - Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1102 Certificated Monthly	118,910.00
1116 Certificated Hourly	11,304.00
2102 Classified Monthly	26,193.00
2116 Classified Hourly	1,000.00
4300 Materials and Supplies	12,766.00
4300: Instructional Materials & Equipment	7,300.00
4380 Other/Reserve	9,329.00
5200 Travel and Conference	1,000.00
5800 Contracted Services (inc software subscriptions	43,845.00

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	58,960.00
1116 Certificated Hourly	BSEP	2,000.00
2102 Classified Monthly	BSEP	500.00
2116 Classified Hourly	BSEP	1,000.00
4300: Instructional Materials & Equipment	BSEP	7,300.00
4380 Other/Reserve	BSEP	6,760.00
5200 Travel and Conference	BSEP	1,000.00
1116 Certificated Hourly	BSEP Carryover	3,500.00
4300 Materials and Supplies	BSEP Carryover	11,500.00
1116 Certificated Hourly	District Allocation	5,687.00
5800 Contracted Services (inc software	District Allocation	12,000.00
5800 Contracted Services (inc software	Other	7,500.00
1102 Certificated Monthly	PTA	44,815.00
2102 Classified Monthly	PTA	25,693.00
4380 Other/Reserve	PTA	2,115.00
5800 Contracted Services (inc software	PTA	24,345.00
1102 Certificated Monthly	Title I A - Basic Funding	15,135.00
4300 Materials and Supplies	Title I A - Basic Funding	966.00
4380 Other/Reserve	Title I A - Basic Funding	454.00
1116 Certificated Hourly	Title I A - Parent Involvement	117.00
4300 Materials and Supplies	Title I A - Parent Involvement	300.00

Appendix D - Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	182,972.00
Goal 2	31,258.00
Goal 3	17,417.00

BUDGET SUMMARY 2017-18

Emerson (113)	Obj Code	BSEP Site Funds Resource 0752		Title I Resource 3010		District LCAP Resource 0500		PTA Resource 9110 (DDF 906)		Other Resources		Sum of FTE
Budget Item		BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	
Lit Coach	1102	30,750	0.25				0.20				0.55	1.00
RTI Teacher	1102	28,210	0.25	15,135	0.15		0.40					0.80
ELD Teacher	1102						0.40					0.40
Art Teacher	1102							44,815	0.40			0.40
Teacher Subs	1103	2,000										
Extended Day Academic Intervention	1116					5,687						
Clerical Assistant	2402							25,693	0.40			0.40
Classified Hourly - PD	2116	1,000										
Tutor Hourly	2146	500										
Materials & Supplies	4300	7,300		966								
Parent Involvement	4380			417								
Travel & Conference	5200	1,000										
Contracts (Assemblies)	5800							3,200				
Contract (YMCA)	5800	5,000						21,145				
Contract (Behavioral Health)	5800					12,000				5,000		
Contract (BUILD)	5800									2,500		
Unallocated Reserve		1,760		454				2,115				

Total Expenditures

77,520

16,972

17,687 1.00

96,968

7,500

Revenue Allocation

77,520

16,972

Carryover Priorities

Teacher Subs

3,500

Materials & Supplies

11,500

Total Carryover Priorities

15,000