Emerson Elementary School

2800 Forest Ave. • Berkeley, CA 94705 • (510) 644-6890 • Grades K-5
Susan Hodge, Principal
susanhodge@berkeley.net

2014-15 School Accountability Report Card
Published During the 2015-16 School Year

Berkeley Unified School District
2020 Bonar Street
Berkeley, CA 94702
(510) 644-6348
www.berkeleyschools.net

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Donald Evans
Superintendent

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Principal's Message

The Emerson Elementary School staff is dedicated to the success of all children. Our highly trained teachers work collaboratively to provide a challenging and engaging curriculum to our students and are skilled at bringing out the best in everyone. In addition to our core program of reading, writing, mathematics, science and social studies, we provide art, music, physical education, cooking, and gardening. Students in all grade levels go on field trips throughout the Bay Area culminating in a science based overnight field trip for our fifth graders.

We build community and self respect at our monthly All School Meeting by recognizing children for their unique personalities and skills and by celebrating our talents and accomplishments through song, poetry, spoken word, and skits. We practice a positive approach to student development, guiding students as they learn to: "Be Safe, Respectful, and Responsible." Our fifth graders contribute to the community by engaging in school service projects, such as tutoring in lower grade classrooms and helping in the office, cafeteria, and on the school yard.

Emerson has many systems in place to support and enrich our students. Our outstanding intervention, tutoring, and after school programs provide additional enrichment and support activities to over half the student population. Our math tutors provide challenge activities to students both during and after school as well as extra support to students who need it. Our intervention teachers and BUILD tutors work with students individually and in small groups to provide extra instruction in reading, writing, and math. Kids' World, our on site after school program, provides homework support as well as a broad range of classes and activities to keep student engaged in the afternoons. With this level of expertise and support, students do not fall through the cracks at Emerson School.

Finally, we have an enthusiastic parent community whose members volunteer many hours working in classrooms, at events, and on special projects. We are a truly unique community, committed to working and learning together the Emerson Way.

Susan Hodge
Principal

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school at (510) 644-6890 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	58
Grade 1	45
Grade 2	53
Grade 3	43
Grade 4	50
Grade 5	46
Total Enrollment	295

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	21
Asian	6.8
Filipino	1
Hispanic or Latino	16.6
White	39.3
Two or More Races	15.3
Socioeconomically Disadvantaged	35.9
English Learners	11.5
Students with Disabilities	8.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Emerson Elementary School	**13-14**	**14-15**	**15-16**
With Full Credential	14	15	15
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence			
Berkeley Unified School District	**13-14**	**14-15**	**15-16**
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Emerson Elementary School	**13-14**	**14-15**	**15-16**
Teachers of English Learners			
Total Teacher Misassignments			
Vacant Teacher Positions			

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Williams legislation calls for the schools to have enough books in core classes for all students and asks districts to reveal whether those books are presenting information outlined in the California content standards. Textbook materials are adopted by the school board following a rotating adoption cycle for subject specific state adopted textbooks and instructional materials.

Textbooks and Instructional Materials Year and month in which data were collected: January 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Teachers College Reading and Writing Project Adopted 2011 & Lesson Study Lucy Caulkins Adopted 2014
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0%
Mathematics	A Story of Units (Eurika Math) pilot 2013-14
	The textbooks listed are from most recent adoption: No
	Percent of students lacking their own assigned textbook: 0%
Science	Full Option Science System (FOSS) (Foss Delta Education) Adopted in 2007
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0%
History-Social Science	History Social Science for California (Scott Foresman) Adopted in 2006
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The district administers a scheduled maintenance program to ensure that all classrooms and facilities are well maintained and in good repair. A work order process alerts district personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority.

Safety issues are the top priority for Maintenance and Operations. District maintenance supervisors inspect school sites continually and complete repairs in a timely manner. They use a work order process to ensure an efficient, prioritized repair process. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

Date of Last Inspection: December 2015

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems
Interior: Interior Surfaces	X			No apparent problems
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No apparent problems
Electrical: Electrical	X			No apparent problems
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No apparent problems
Safety: Fire Safety, Hazardous Materials	X			No apparent problems

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Structural: Structural Damage, Roofs	X			Roofs were replaced in 2013
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			New playground installed in summer 2015
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

• Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and

• The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2014-15 CAASPP Results for All Students			
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**		
	School	**District**	**State**
ELA	56	57	44
Math	57	52	33

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**								
	School			**District**			**State**		
	12-13	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**
Science	70	68	70	65	66	66	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	22.90	22.90	47.90

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results by Student Group	
Group	**Percent of Students Scoring at Proficient or Advanced**
	Science (grades 5, 8, and 10)
All Students in the LEA	66
All Student at the School	70
Male	72
Female	68
Black or African American	50
Hispanic or Latino	--
White	80
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	50
Foster Youth	--

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	43	42	97.7	12	43	17	29
	4	52	50	96.2	30	12	18	40
	5	49	47	95.9	19	17	23	40
Male	3		18	41.9	22	39	11	28
	4		22	42.3	41	14	9	36
	5		25	51.0	24	24	12	40
Female	3		24	55.8	4	46	21	29
	4		28	53.8	21	11	25	43
	5		22	44.9	14	9	36	41
Black or African American	3		10	23.3	--	--	--	--
	4		17	32.7	71	6	12	12
	5		12	24.5	25	42	33	0
Asian	3		4	9.3	--	--	--	--
	4		2	3.8	--	--	--	--
Hispanic or Latino	3		7	16.3	--	--	--	--
	4		7	13.5	--	--	--	--
	5		7	14.3	--	--	--	--
White	3		17	39.5	0	18	29	53
	4		17	32.7	0	6	12	82
	5		21	42.9	10	0	24	67
Two or More Races	3		4	9.3	--	--	--	--
	4		7	13.5	--	--	--	--
	5		7	14.3	--	--	--	--
Socioeconomically Disadvantaged	3		17	39.5	24	59	12	6
	4		23	44.2	61	13	9	17
	5		14	28.6	43	21	14	21
English Learners	3		2	4.7	--	--	--	--
	4		3	5.8	--	--	--	--
	5		2	4.1	--	--	--	--
Students with Disabilities	3		6	14.0	--	--	--	--
	4		4	7.7	--	--	--	--
	5		5	10.2	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Table title: **School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	43	42	97.7	21	21	29	29
	4	52	50	96.2	28	16	32	24
	5	49	47	95.9	13	30	19	38
Male	3		18	41.9	22	22	17	39
	4		22	42.3	27	27	27	18
	5		25	51.0	16	28	12	44
Female	3		24	55.8	21	21	38	21
	4		28	53.8	29	7	36	29
	5		22	44.9	9	32	27	32
Black or African American	3		10	23.3	--	--	--	--
	4		17	32.7	53	24	18	6
	5		12	24.5	25	50	8	17
Asian	3		4	9.3	--	--	--	--
	4		2	3.8	--	--	--	--
Hispanic or Latino	3		7	16.3	--	--	--	--
	4		7	13.5	--	--	--	--
	5		7	14.3	--	--	--	--
White	3		17	39.5	0	6	41	53
	4		17	32.7	0	12	41	47
	5		21	42.9	5	10	29	57
Two or More Races	3		4	9.3	--	--	--	--
	4		7	13.5	--	--	--	--
	5		7	14.3	--	--	--	--
Socioeconomically Disadvantaged	3		17	39.5	35	29	24	12
	4		23	44.2	61	13	26	0
	5		14	28.6	36	50	7	7
English Learners	3		2	4.7	--	--	--	--
	4		3	5.8	--	--	--	--
	5		2	4.1	--	--	--	--
Students with Disabilities	3		6	14.0	--	--	--	--
	4		4	7.7	--	--	--	--
	5		5	10.2	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	**Grade**	**Number of Students**		**Percent of Students**				
		Enrolled	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement
Parents and guardians support Emerson School in countless ways. Many parents help by working directly with students both during and after school, by chaperoning on field trips, and by helping during specialty classes such as cooking, gardening, library, and art. Some family members volunteer by maintaining our weekly Bear Facts newsletter and Emerson Web site, coordinating and working at special events such as our Walk-a-thon and Silent Auction and by being an active part of our PTA such as serving on the executive board or attending monthly PTA meetings. Parents also stay involved in the governance aspect of our school by participating on our School Leadership Council and our English Language Advisory Council. Other parents focus their talents on fundraising for the school and, due to their multitude of talents and perseverance, raise enough funds to provide for weekly Art and Game Time classes for all students, teacher mini-grants, part time bilingual office assistance to our teachers, and field trips and special events, such as our Family Art Night. To get involved at Emerson, please contact Sonia Colon in the school office at (510) 644-6890. We'd love to have you join the Emerson Team.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
• Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan
The safety of students and staff is very important to us at Emerson. A variety of people visit the campus to volunteer in the classroom and participate in school events; all visitors must sign in at our office upon their arrival. During lunch, recesses, and after school, staff members, administrators, and yard staff supervise students and school grounds to ensure an orderly, safe environment. The school is always fully compliant with all rules, laws, and regulations concerning state earthquake standards and hazardous materials. Earthquake and fire drills are held monthly, and intruder drills are held at least once a year.

Safety procedures, including elements of our Comprehensive Safe School Plan, are reviewed with school and district staff at the start of each school year. The plan was last updated and reviewed with school staff in spring 2015.

Suspensions and Expulsions			
School	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	1.01	0.97	0.65
Expulsions Rate	0.00	0.00	0.00
District	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	3.93	3.02	2.93
Expulsions Rate	0.01	0.07	0.06
State	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		75.0

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				**Number of Classrooms***								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	19	22	19	3		3		2				
1	21	20	23	1	3		1		2			
2	17	21	18	3		3		2				
3	20	17	22	2	3				2			
4		21	25					2	2			
5	25	53	27			4	4	2	2		1	1

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0.8
Library Media Services Staff (Paraprofessional)	
Psychologist	.25
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.5
Resource Specialist	0
Other	
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Professional Development provided for Teachers

Administrators and teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. During the last three school-years, each school in the Berkeley Unified School District dedicated 3 days annually for teacher and administrator professional development. During 2014-15, 100% of all Berkeley K-5 teachers and site administrators who had not completed this training in 2014 participated in four-days of Common Core State Standards Professional Development for their K-5 classrooms. A site literacy coach provides ongoing support for teachers to improve literacy instruction to students. A math teacher-leader at the site participates in monthly District training's, and supports math professional development and collaboration at the site. New teachers participate in a rigorous District BTSA program. Teacher-initiated professional development is supported through local funds earmarked for this purpose.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$40,051	$42,315
Mid-Range Teacher Salary	$67,093	$66,451
Highest Teacher Salary	$83,252	$85,603
Average Principal Salary (ES)	$114,002	$105,079
Average Principal Salary (MS)	$120,737	$111,005
Average Principal Salary (HS)	$145,832	$121,310
Superintendent Salary	$229,500	$189,899
Percent of District Budget		
Teacher Salaries	36%	39%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$8,384	$2,247	$6,137	$62,595
District	♦	♦	$5,852	$70,036
State	♦	♦	$5,348	$69,257
Percent Difference: School Site/District			4.9	-8.2
Percent Difference: School Site/ State			30.9	-7.6

* Cells with ♦ do not require data.

Types of Services Funded

We use our state and federal money to pay for a Reading Coach/teacher, BUILD coordinator and tutors, after school intervention classes, and classroom materials. Each year we also set aside money for our teachers to engage in professional development by attending conferences, planning curriculum, and creating special projects. We use our Site Enrichment money (provided through a parcel tax) to pay for a credentialed art teacher, tutors, and instructional materials. Our PTA donates generously to our school, supporting our Art Teacher, Game time specialist, tutors, field trips, and assemblies. We have a state After-school Education and Safety program (ASES) grant supporting wonderful after-school program.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.