



# **FOCUS ON LEARNING**

A Self-Study of:

**Emery Secondary School**

Submitted to:

**Western Association of Schools and Colleges**

**April 11- 13, 2011**

# **Accreditation Report 2010-2011**

By the stakeholders of  
**Emery Unified School District**

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**Emery Secondary School  
Welcomes the  
WASC Visitation Team:**

**WASC Chair**

**Ms. Patricia Hague**

Principal

Stockton, CA 95206

**Member**

**Ms. Julie A. Coghlan**

Teacher

San Francisco, CA 94116

**Member**

**Mr. David Crawford**

IB Diploma Coordinator

Scotts Valley, CA 95066

**Member**

**Mr. Allan Reyes**

Principal

Daly City, CA 94015

**Emery Unified School District Board of Trustees**

Miguel Dwin, Cheryl Webb, Joshua Simon, Melodi Dice, Pat Hooper, Marcus Howard

**Emery Unified District Personnel**

John Sugiyama, Superintendent	Juliette Dunn, Director, Wellness
Elaine Neilson, Chief Business Official	Lisa Taymuree, Assistant to the Superintendent and Board Secretary
Doug D'Amour, Director of Fiscal Services	Manuel Villalobos, Supervisor of Maintenance
Flor Castellanos, Fiscal Services Coordinator	Marian Harrell, Human Resource Director
Hayin Kim, Director of Youth and Community	Ken Wyatt, Director of Special Services
John Perry, Director of Technology	Roy Miller, District Architect
John Quinn, State Trustee	Wanda Stewart, Public Information Officer

**Emery Secondary Administration**

Anakarita Allen Principal	Gabrielle Thurmond Vice-Principal	Max Monroy-Miller Dean of Students
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**WASC Self-Study Coordinators**

Marty Procaccio and Angela Hernandez

**Emery Secondary Staff**

Reuben Albo	Xochitl Cortez	Larry Pratt
Amy Allen	Mark Davis	Martin Procaccio
Mary Esther Augustine	Julie Edwards	De-Iso Quadir
Adam Barreto	Dan Fleming	Monica Rasmussen
Kevin Boyd	Madenh Hassan	Brenda Smith
Roland Brown	Angela Hernandez	Gracie Smith
Alvin Burns	Anjali Kamat	Tyrone Smith
Mika Cade	Donovan Moretz	Sara Stillman
William Chavarin	CJ Patterson	Julianna Swent
Cameron Clarke	Cherisse Payne	Dawn Turner
Brynnda Collins	Leslie Payne	Nicho Villalobos

David von ter Stegge  
Arthur Wahner  
Valarie Walker

Leena White  
Lesia Whitehurst  
Rhodney Williams

Kenneth Wright  
Emily Yamauchi

### **Focus on Learning Team Focus Groups**

#### **Criteria A- Organization**

Mary Augustine  
Brynnda Collins  
Madenh Hassan  
Marcus Howard  
Elaine Neilson  
CJ Patterson  
Larry Pratt  
Gabriele Thurmond  
Manuel Villalobos  
David von Ter Stegge  
Kenneth Wright

#### **Criteria B-Curriculum**

Reuben Albo  
Sarah Brown  
Mika Cade  
Julie Edwards  
Monica Rasmussen  
Dawn Turner  
Ken Wyatt  
Emily Yamauchi

#### **\Criteria C- Instruction**

Vanessa Acosta  
Roland Brown

Alvin Burns  
Xochitl Cortez  
Dan Fleming  
Donovan Moretz  
Cherisse Payne  
Tyrone Smith  
Sara Stillman  
Lisa Taymuree  
Rhodney Williams

#### **Criteria D- Assessment**

Amy Allen  
Will Chavarin  
Cameron Clarke  
Beatriz Cuevas  
Anjali Kamat  
John Perry  
Wanda Stewart  
Julianna Swent  
Arthur Wahner  
Valarie Walker  
Lesia Whitehurst

#### **Criteria E- School Culture**

Tracey Acosta  
Diedra Bassel

Kevin Boyd  
Mark Davis  
Marian Harrell  
Angela Hernandez  
Lauren LaPlante  
Max Monroy-Miller  
Leslie Payne  
De-Iso Quadir  
Gracie Smith  
Nicho Villalobos

**WASC Leadership Team**

Tracey Acosta  
Vanessa Acosta  
Anakarita Allen  
Diedra Bassel  
Mika Cade  
Miguel Dwin  
Angela Hernandez  
Max Monroy-Miller  
Marty Procaccio  
De-Iso Quadir  
Sara Stillman  
Arthur Wahner

# **Chapter I: Student/Community Profile and Supporting Data and Findings**

## **Chapter I Student/Community Profile and Supporting Data and Findings**

### **1. Introduction**

Emeryville is a 1.2 square mile, bustling urban city in the heart of the San Francisco Bay Area, wedged between Berkeley, Oakland, and the Bay. Not unlike most Bay Area cities, the population of roughly 10,000 residents is divided culturally, ethnically, economically, and geographically. West Side government offices, police and fire departments, art colony, affluent condo owners, high tech industries and retail developments stand in juxtaposition to the lower income residents on the East Side, a few city blocks away, many of whom are separated not only geographically but also by a lack of opportunity, resources and access to education and meaningful participation.

Emery Unified School District (EUSD) has less than nine hundred (900) students at two schools, a K-6 and a 7-12. Eighty-nine percent of the students are socioeconomically disadvantaged and 16% are English learners. Couple these characteristics with the 2001 crisis of bankruptcy and State takeover of Emery Unified, and you see a community working through great challenges.

In the face of these challenges, an unprecedented commitment of city leaders sparked new local partnerships. The City and school district came together to support children and families academically and socially through the Emery Youth Services Advisory Council (EYSAC) with new initiatives in arts, literacy, math and science, and recreation. A parcel tax in 2003 provided the first increment of local resources to improve educational outcomes.

In 2002, EUSD, the City, and the Bay Area Coalition for Equitable Schools (BayCES) signed a ground-breaking tripartite Memorandum of Understanding (MOU) to create an Emeryville Citywide Initiative, the primary goals of which are to 1) redesign K-12 education, 2) build strong partnerships across EUSD, the City, and the community and 3) create an exemplary program for educator training and professional development in math, science, and technology.

In the first years of implementation, the Emery Unified School District made remarkable academic growth, noted recently as the highest of the 18 districts in Alameda County as measured by the state Academic Performance Index (API) between 2007 and 2009. The elementary school API increased from 650 to 774. The secondary school increased from 484 to 647, both rapidly closing the gap between the starting point and the state's goal of 800. During this same period, the district reduced its dropout rate by over eighty percent. Emery has developed academic intervention courses, after school and summer school opportunities, and a

far richer variety of visual and performing arts. As noted in the preface, the academic growth has continued in 2009 with significant improvements in District and school site API scores and the percentage of students meeting academic standards.

The organizational structure of the District is comparable to other districts of similar size. The District is governed by a five member Board of Trustees. Key district administration includes a superintendent of schools, a deputy superintendent (who also serves as the secondary school principal), a Chief Business Officer, a director of human resources and an elementary school principal. The District's small size affords opportunities to mobilize quickly to implement initiatives that have a short timeline for planning and implementation. As a result, the District is viewed as an ideal "laboratory" to test innovative ideas in school reform that may be replicated in other larger urban, inner city school districts.

The Emery Unified School District in partnership with the City of Emeryville and its business community has been involved in the development of the Emeryville Center of Community Life. The Emeryville Center of Community Life will house City recreation services, the District's K-12 educational programs, and a rainbow of community-based services that are designed to support and enhance the quality of life for all Emeryville residents and those in the areas surrounding Emeryville. In this regard, the Emery Unified School District's focus goes far beyond the traditional community schools movement found in many communities across our country. The Emeryville Center of Community Life is about community transformation - changing the ways in which members of a community interact with one another and with their community as a whole. The Center brings to life the old adage, "It takes a village to raise a child."

Rebounding from fiscal insolvency in the early 2000's to increasing student academic achievement over the past 10 years, and expanding partnerships that have brought over \$1.3 million dollars in resources to the district in 2008 to support educational programs, the Emery Unified School District has demonstrated its resilience and ongoing commitment to improving the educational program for all of the students served. The District's track record of success is evidenced in spite of frequent changes in district leadership.

## **2. District Vision, ESS Mission, Purpose and ESLRs**

The District's strength of commitment to its direction comes from a Board of Trustees who remains focused on their vision and mission and the hiring of district leadership who are also committed to the same vision and goals. A new vision, goals for all students, and strategic initiatives were added in January of 2009 to the District's Guiding Principles:

### **Vision**

*The Emery Unified School District is committed to provide to each student a rigorous education in a welcoming, safe school environment that supports student learning and where there is tolerance, respect and engagement with people from different cultures, backgrounds, and beliefs.*

**Guiding Principles**

- *We hold high academic, social and professional expectations*
- *We create a sense of family*
- *We inspire and support innovation to end racist and classist practices*

**Our Goals for All Students**

*All students will:*

- *improve their academic performance each year*
- *be prepared for college and university studies*
- *experience a successful internship before they graduate*
- *exhibit strong critical thinking, problem solving, and creative skills*
- *demonstrate leadership skills and participate in community and public service*
- *will exhibit advocacy for justice and principles that respect the dignity of all persons*
- *will be fluent in a second language*

**Our Strategic Initiatives 2008-2011**

*Maximize Student Success:*

*We will create opportunities for each student to achieve his/her goals through powerful teaching, effective instructional strategies, and rigorous and relevant curriculum, K-12.*

*Schools as Centers of Community Life:*

*Schools will become Centers of Community Life that invest in our community and create connections across the differences that would otherwise divide us.*

*Wellness:*

*Each school's program will foster the physical, mental, and social health of students, staff, and families.*

*Parents & Community:*

*The district will engage "Parents as Partners" to ensure that all parents feel connected to our schools, effectively support their child's education and have a greater voice in what happens in the school district.*

*Math/Science/Technology and the Arts:*

*Developing student knowledge and skills in Math/Science/Technology and in the Arts as a central building block for all grade levels, K-12.*

**Our Expected Schoolwide Learning Outcomes**

Emery Secondary School Mission: Emery Secondary School is committed to providing an educational culture that fosters academic perseverance, social consciousness, emotional strength and physical well-being. ESS Expected Student Learning Results are listed below:

At Emery Secondary School we expect our students to be:

- Academically competent individuals who are prepared for post-secondary education and have the necessary life skills to be independent and resourceful. Our students will be able to analyze and evaluate information, think critically, and apply their skills and knowledge.
- Involved members of society who are globally aware and actively participate in their various communities in order to advocate for themselves and create positive change.
- Effective communicators who can work collaboratively with diverse groups, are multi-media literate, and can write and speak articulately.

### **3. General demographic and student enrollment and attendance data**

#### Family and Community Trends:

Projected growth: In the last 10 years, the population of Emeryville has risen by 40% according to the City's General Plan (June 2010). It is projected to grow by 6,000 in the next 10 years. As a result of the Allen Bill, allowing students to attend school within the district in which the parent is employed, and inter-district transfers from other area districts, over 40% of our student population lives outside of the city of Emeryville.

Category	Statistic
Jobs (2007)	20,250
Population (2009)	10,087
Housing Units	6,176
Median Age	35.2 years old

Median Household Income	\$45,359
<b>Household Tenure</b>	
Owner Occupied	37%
Renter Occupied	63%
<b>Educational Attainment</b>	
High School	11.4%
College, 1-4 Years	52.8%
Graduate Degree	25.4%

Emery Secondary School has approximately 381 students in grades 7-12. Eighty-nine percent of our students are socioeconomically disadvantaged, and 16% are English learners. The student body of Emery Secondary School is culturally diverse with a population that is 66% African-American, 18% Hispanic, 10% Asian, 7%, 1% Filipino, and 4% White.

**Enrollment: 2010-2011 School Year**

	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	Total
Female	31	34	33	29	33	27	187
Male	28	25	32	29	26	28	168
Total	59	59	65	58	59	55	355

**Ethnicity**

<b>Ethnicity</b>	<b>Number</b>	<b>Percent</b>
Asian	36	10.2%
African American, not Hispanic	236	66.5%
Hispanic or Latino	63	17.7%
Filipino	4	1.1%
White, not Hispanic	15	4.2%
Decline to State	1	0.3%

**Predominate primary languages other than English**

The primary languages other than English spoken by our students are: Spanish, Punjabi, and Arabic. The numbers are as follows as of 2010-2011 school year:

<b>English Proficiency Level</b>	<b>Number of Students</b>
English Only	273
IFEP	13
ELL	20
RFEP	48
Undiagnosed	3

**Special needs and other programs:**

<b>Program</b>	<b>Number of Students</b>	<b>% of Population</b>
Special Education	33	10%
AP Classes	28	8%

GEAR UP	124	35%
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### **Attendance**

Average Daily Rate of Attendance in 2009-10: 94%

Truancy Rate in 2009-2010: 1397 incidents of truancy

**Free and Reduced Lunch:** 86%

### **Socioeconomic Status and Parent Education Levels**

Parent Education Levels (for grades 2-11 only)

Not high school graduate 5.7%

High school graduate 17.4%

Some college 19.2%

College graduate 8.2%

Graduate/Post graduate 16.0%

Declined to state 21.0%

[Note: the percentages do not add to 100% as the base was students tested, not students enrolled]

## **4. Partnerships and support organizations**

The Emery Unified School District's motto is, "Partners Power Student Success". The District has numerous partnerships with business, community organizations, nonprofit foundations, and other groups. At the core of support organizations is the Emery Education Fund aimed to address fiscal gaps, and generate support through tax-deductible donations, grants, and other activities. The ESS PTO provides a wide range of programs and activities that support parents whose children attend ESS, as well as events that raise funds to support student activities. During the 2009-10 school year, monthly PTO meetings supported the school's goal to establish a college-going culture by conducting workshops for parents and students that provided a wide range of information regarding colleges and universities (e.g. preparing for college, application process, scholarships, etc.).

The Emery Education Fund is the educational foundation that provides support in a variety of ways including finding businesses and organizations that support the ESS program financially and with grants and in-kind services such as mentoring services.

Other partnerships and the services provided to ESS include:

Berkeley Youth Alternatives Summer youth internship program  
City of Berkeley Work Development Department Summer youth internship program  
UC Berkeley Summer STEM Academy  
Berkeley City College College classes on the ESS campus  
Novartis Student internships  
Pixar Student internships  
45<sup>th</sup> Street Artist Co-op Support for ESS ceramics program  
Samuel Merritt College of Nursing Nurse interns for the Wellness Program  
Cal State East Bay LCSW Social work interns for counseling  
Holy Names College RNs to support the Wellness Program  
Stuart Foundation 3 year grant to support internships  
BUILD Student leadership development  
Center for Cities and Schools (UC Berkeley) Y-Plan

### **5. WASC accreditation history for school**

The last WASC accreditation took place in 2004-2005 after requesting a one year extension. A six year term of accreditation was awarded with a mid-review that took place in 2007. A representative from WASC visited again in Spring 2008 and recommended a special visit out of concern for communication among school staff. Another visit took place in Spring 2009 to review the Schoolwide Action Plan.

### **6. Staff 2010-2011 school year**

- A. Emery Secondary School has 25 certificated staff and 12 classified staff.
- B. ESS has 6 qualified personnel for counseling and support services.
- C. 100% of ESS teachers are highly qualified based upon the requirements of NCLB.
- D. No teachers at ESS are instructing outside credentialed area.
- E. No teachers have emergency permits.
- F. ESS has 3 specialized training/intern programs (CLAD, BTSA, other)
- G. ESS has 3 teachers in intern programs
- H. Gender
  - a Male - 19
  - b Female - 24

- Ethnicity (2009-2010 School Year)
  - Not available – 2
  - Black – 12
  - White – 9
  - Asian/Other – 2
  
- Number and assignment of paraprofessionals who meet the requirement of NCLB – 0

### **7. Staff professional development activities**

Emery Secondary staff members have participated in many professional development opportunities on campus and off campus. Some professional development opportunities have included the following:

National Science Teachers Association (NSTA) Conference (2011)	Civil Rights and School Discipline Conference (2010)
Six Traits of Writing Workshop (2010)	Beyond the Bricks (2010)
Beginning Teacher Support and Assessment (BTSA) Mentor Workshops (2010)	Arts Integration Studio Habits Workshop (2010)
Bay Area Urban Debate League (BAUDL) Workshop (2010)	California Teachers Association (CTA)/ Equity and Human Rights Conference (2010)
Mary Stone Hanley- Arts, Language, Equity for English Learners and Non-Standard English Learners (2010)	Integrating Mind-Body Medicine into Clinical Practice (2010)
CAHSEE Writing Preparation for English Language Learners and Struggling Students (2011)	California In School Health Association Conference (2010)
Community Schools Conference (2010)	Kate Kinsella Vocabulary Development Strategies (2009)
Straight Talk About ADHD (2010)	WASC/CDE Training (2009)
Gaining Early Awareness and Readiness for	Fagen Friedman & Fulfrost Special Education

Undergraduate Programs (GEAR-UP) Conference (2009, 2010)	Symposium (2009, 2010, 2011)
Lozano Smith Special Education Legal Consortium (2009, 2011)	Safe School Planning (2009)
California State University (CSU) Counselor Conference (2009, 2008)	College and Career Coordinators and Advisors Workshop (2010)
California Music Educators Association State Conference (2010)	Lessons From Columbine and Virginia Tech Training (2009)
California State Testing and Reporting (STAR) Pre-test Workshop (2009)	National Council for Community and Education Partnerships (NCCEP)/ GEAR-UP Capacity Building Workshop (2009)
Eagle Software Regional Workshop (2009)	California High School Exit Exam (CAHSEE) Training (2008)
Advanced Placement (AP) English Language and Composition Workshop (2009)	Zaretta Hammond - Brain-Based Learning and Improving Student Cognitive Process (2010)

### **8. School financial support**

Expenditures per pupil – \$9,683

<b>Funding Sources</b>	<b>Allocation</b>
Unrestricted General Fund	\$891,010
Unrestricted Parcel Tax	\$1,232,509
Parcel Tax for Specific Programs	\$297,568
SAT Testing	\$2,700

State Lottery	\$82,429
Title 1	\$77,470
ARRA funding	\$307,909
IDEA Basic	\$92,946
21 <sup>st</sup> Century Learning Center	\$281,326
Gear Up Federal Grant	\$218,082
ASES After School Program grant for grades 7 and 8	\$110,788
EIA-LEP	\$24,585
Stuart Foundation grant	\$36,111
<b>Total</b>	<b>\$3,437,351</b>

### **9. Status of school in terms of student performance:**

We did not meet the Adequate Yearly Progress (AYP) for the past two years. The school district is in year 3 of Program Improvement (PI 3). The factors that led to not meeting AYP for two consecutive years include:

- Failure of subgroup (African American or Black students) to meet Proficiency in English Language Arts and Math (2007-2008).
- Failure of subgroup (African American or Black students) to meet Proficiency in English Language Arts and Math (2008-2009)
- Failure of subgroup (African American or Black students) to meet Proficiency in English Language Arts and Math. Our target for English Language Arts was 55.6% and Mathematics was 54.8% in PI 3.
- Lack of progress on Academic Performance Index (API). 2009 Base API was 653 and 2010 Growth API was 645.

EUSD is a Title 1 District.

Emery Secondary School is not an Immediate Intervention-Underperforming Schools Program (II-USP), nor are we in Comprehensive School Reform (CSR) or High Priority Schools Grant (HPSG).

Emery Secondary School went through a state audit process in 2003.

Emery Secondary School does not have a corrective action plan or joint intervention agreement.

## 10. Student Performance Data

### 1a. Five Year Academic Performance Index (API)

	Base API	Growth API	Growth Target	Growth Made	Met Schoolwide Target	Met all Subgroups Target	Met both Schoolwide and Subgroups	Statewide Rank	Similar Schools Rank
<b>2009-10</b>	653	645	7	-8	No	No	No	3	7
<b>2008-09</b>	622	650	9	28	Yes	No	No	2	5
<b>2007-08</b>	626	622	9	-4	No	No	No	2	8
<b>2006-07</b>	618	626	9	8	No	No	No	2	8
<b>2005-06</b>	618	623	9	5	No	No	No	2	6

### 1b. Six Year API Significant Subgroups: African American

	Number of Students Included	Numerically Significant in Both Years	Growth	Base	Growth Target	Growth Made	Met Subgroup Growth Target
<b>2009-10</b>	151	Yes	588	592	10	-4	No
<b>2008-09</b>	169	Yes	600	574	11	26	Yes

<b>2007-08</b>	196	Yes	575	583	11	-8	No
<b>2006-07</b>	234	Yes	583	589	11	-6	No
<b>2005-06</b>	191	Yes	597	595	7	+2	No
<b>2004-05</b>	191	Yes	595	551	9	+44	Yes

**1c. Five Year API Significant Subgroups: Economically Disadvantaged**

	<b>Number of Students Included</b>	<b>Numerically Significant in Both Years</b>	<b>Growth</b>	<b>Base</b>	<b>Growth Target</b>	<b>Growth Made</b>	<b>Met Subgroup Growth Target</b>
<b>2009-10</b>	167	Yes	650	629	9	21	Yes
<b>2008-09</b>	158	Yes	626	627	9	-1	No
<b>2007-08</b>	203	Yes	626	623	9	3	No
<b>2006-07</b>	215	Yes	623	604	10	19	Yes
<b>2005-06</b>	210	Yes	608	607	7	1	No
<b>2004-05</b>	189	Yes	607	574	9	33	Yes

**1d. 2010 API Significant Subgroups: English Language Learners**

	<b>Number of Students Included</b>	<b>Numerically Significant in Both Years</b>	<b>Growth</b>	<b>Base</b>	<b>Growth Target</b>	<b>Growth Made</b>	<b>Met Subgroup Growth Target</b>
<b>2009-10</b>	58	Yes	708	706	5	2	No

**2. Annual Yearly Progress (AYP)**

**2009-10:**Made AYP; No# of Criteria Met: 9 of 14

2008-09:Made AYP: No# of Criteria Met: 8 of 14

2007-08:Made AYP: No# of Criteria Met: 9 of 14

The following table lists whether the school made its targets in the following areas:

Year	Participation Rate Eng/LA	Participation Rate Math	Made % Proficient Eng/LA	% Proficient Math	API	Grad. Rate	School-wide AYP	African-American	Socio/Econ Disad.
2009-10	Yes	Yes	No	No	No	Pend.	No	No	No
2008-09	Yes	Yes	No	No	Yes	Yes	No	No	No
2007-08	Yes	Yes	No	No	Yes	Yes	No	No	No

### 3. California Standards Test Results 2010

*Table 1: Comparison of ESS All Students, Alameda County, and State of California scoring at “Proficient” or “Advanced” by grade levels and courses*

	ESS	County	State
	Grades 7 - 11	Grades 7 - 11	Grades 7 - 11
<b>Grade 7</b>			
English/Language Arts	31.0%	61.0%	55.0%
Mathematics	33.0%	53.0%	49.0%
<b>Grade 8</b>			
English/Language Arts	49.0%	60.0%	54.0%
General Mathematics	11.0%	35.0%	31.0%
Algebra I	33.0%	45.0%	46.0%

Social Science	41.0%	53.0%	47.0%
Science			
<b>Grade 9</b>			
English/Language Arts	23.0%	59.0%	54.0%
Algebra I	11.0%	21.0%	22.0%
Geometry	8.0%	54.0%	45.0%
<b>Grade 10</b>			
English/Language Arts	20.0%	49.0%	45.0%
Geometry	3.0%	13.0%	14.0%
World History	20.0%	46.0%	42.0%
Life Science	11.0%	52.0%	46.0%
<b>Grade 10</b>			
Biology	10.0%	40.0%	38.0%
Algebra II (EOC)	9.0%	42.0%	40.0%
<b>Grade 11</b>			
English/Language Arts	26.0%	47.0%	43.0%
Algebra II (EOC)	6.0%	11.0%	14.0%
U.S. History	23.0%	49.0%	45.0%
Biology	n/a	50.0%	46.0%
Chemistry	14.0%	33.0%	29.0%

Table 2: Five Year Trends in English/Language Arts (in percent of students in each category)

<b>Grade 7</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
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Advanced/Proficient	28	34	29	46	31
Basic	38	34	34	39	34
Below Basic/Far Below Basic	35	32	16	15	34
<b>Grade 8</b>					
Advanced/Proficient	18	25	25	23	49
Basic	40	43	34	42	32
Below Basic/Far Below Basic	42	32	42	34	20
<b>Grade 9</b>					
Advanced/Proficient	22	41	32	29	23
Basic	45	28	32	38	39
Below Basic/Far Below Basic	32	30	37	33	38
<b>Grade 10</b>					
Advanced/Proficient	23	16	31	31	20
Basic	37	38	38	29	26
Below Basic/Far Below Basic	40	47	31	39	54
<b>Grade 11</b>					
Advanced/Proficient	19	22	15	35	26
Basic	32	40	30	29	27
Below Basic/Far Below Basic	47	38	55	36	48

Table 3: Five Year Trends in Mathematics (in percent of students in each category)

<b>Grade 7</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
Advanced/Proficient	31	22	11	16	33
Basic	38	24	20	45	31
Below Basic/Far Below Basic	31	54	68	39	36
<b>Grade 8</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
Advanced/Proficient	17	10	20	0	33
Basic	17	33	36	29	37
Below Basic/Far Below Basic	64	57	44	72	30
<b>Grade 9</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
Advanced/Proficient	2	2	2	0	11
Basic	20	20	27	11	20
Below Basic/Far Below Basic	79	77	71	89	68
<b>Grade 10</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
			EOC	EOC	EOC
Advanced/Proficient	19	0	6	5	14
Basic	42	14	20	23	11
Below Basic/Far Below Basic	39	87	74	72	75
<b>Grade 11</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
			EOC	EOC	EOC

Advanced/Proficient			30	12	6
Basic			52	4	13
Below Basic/Far Below Basic			18	84	81

### Findings Tables 1, 2, 3 – All Students

#### English/Language Arts

1. Percent of students scoring at proficient or advanced is lower than 2009 at all grade levels except 8.
2. Significant improvements noted at grades 8 when compared to 2009.

#### Mathematics

1. Percent of students scoring at proficient or advanced in 2010 is higher than the previous year's percentage at all grade levels except 2, 4, and 11 (Algebra II).
2. Percent of students scoring at Below Basic and Far Below Basic is lower than the previous year's percentage at all grade levels except 2, 4, and 10 (Geometry)
3. Significant improvements noted in 8<sup>th</sup> and 9<sup>th</sup> grade Algebra I.

#### Science

1. Percent of students scoring at proficient or advanced has made steady annual improvements over the past three years at grades 5 and 8.
2. Percent of students scoring at proficient or advanced is lower than the previous year's percentage in 10<sup>th</sup> grade life science and Biology

#### History/Social Science

1. Percent of students scoring at proficient or advanced is significantly higher than the previous year's percentage in 8<sup>th</sup> grade history/social science, slightly higher in 10<sup>th</sup> grade World History, and lower in 11<sup>th</sup> grade US History.

#### General

1. Scores for all ESS students are generally lower in all areas when compared to their counterparts in Alameda County and the State.

*Table 4: Comparison of ESS African American Students, Alameda County, and State of California scoring at “Proficient” or “Advanced” by grade levels and courses*

<b>2009-2010 School Year</b>	<b>ESS</b>	<b>County</b>	<b>State</b>
	<b>Grades 7 - 11</b>	<b>All grades</b>	<b>All grades</b>
Percent of African-American Students	62.7%	12.7%	6.3%
<b>Grade 7</b>			
English/Language Arts	18.0%	41.0%	41.0%
Mathematics	21.0%	33.0%	32.0%
<b>Grade 8</b>			
English/Language Arts	34.0%	37.0%	40.0%
General Mathematics	17.0%	24.0%	20.0%
Algebra I	15.0%	22.0%	29.0%
Social Science	29.0%	30.0%	33.0%
Science	32.0%	38.0%	42.0%
<b>Grade 9</b>			
English/Language Arts	20.0%	34.0%	40.0%
Algebra I	9.0%	10.0%	13.0%
Geometry	n/a	17.0%	24.0%
<b>Grade 10</b>			
English/Language Arts	10.0%	22.0%	30.0%

Geometry	0.0%	3.0%	6.0%
World History	8.0%	19.0%	26.0%
Life Science	6.0%	23.0%	29.0%
<b>Grade 10</b>			
Biology	3.0%	17.0%	26.0%
<b>Grade 11</b>			
English/Language Arts	18.0%	22.0%	28.0%
Algebra II (EOC)	n/a	2.0%	8.0%
U.S. History	21.0%	21.0%	29.0%
Biology	n/a	20.0%	27.0%
Chemistry	14.0%	11.0%	14.0%

Table 5: Five Year Trends in English/Language Arts – African American Students

<b>Grade 7</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
Advanced/Proficient	21.0%	23.0%	22.0%	41.0%	18.0%
Basic	38.0%	37.0%	36.0%	41.0%	38.0%
Below Basic/Far Below Basic	40.0%	41.0%	42.0%	18.0%	44.0%
<b>Grade 8</b>					
Advanced/Proficient	12.0%	19.0%	15.0%	12.0%	3434.0%
Basic	39.0%	39.0%	36.0%	43.0%	
Below Basic/Far Below Basic	48.0%	42.0%	49.0%	46.0%	22.0%

<b>Grade 9</b>					
Advanced/Proficient	17.0%	35.0%	33.0%	26.0%	20.0%
Basic	51.0%	33.0%	37.0%	41.0%	41.0%
Below Basic/Far Below Basic	31.0%	31.0%	30.0%	32.0%	38.0%
<b>Grade 10</b>					
Advanced/Proficient	21.0%	8.0%	24.0%	27.0%	10.0%
Basic	32.0%	37.0%	39.0%	29.0%	28.0%
Below Basic/Far Below Basic	47.0%	56.0%	36.0%	45.0%	61.0%
<b>Grade 11</b>					
Advanced/Proficient	15.0%	22.0%	13.0%	18.0%	18.0%
Basic	33.0%	35.0%	32.0%	32.0%	24.0%
Below Basic/Far Below Basic	52.0%	43.0%	54.0%	50.0%	57.0%

Table 6: Three Year Trends in Mathematics – African American Students

<b>Grade 7</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2009-10 County</b>	<b>2009-01 State</b>
Advanced/Proficient	9.0%	6.0%	21.0%	33.0%	32.0%
Basic	17.0%	47.0%	38.0%	31.0%	31.0%
Below Basic/Far Below Basic	75.0%	47.0%	41.0%	35.0%	37.0%

<b>Grade 8</b>					
Advanced/Proficient	7.0%	0.0%	15.0%	23.0%	29.0%
Basic	27.0%	17.0%	54.0%	22.0%	25.0%
Below Basic/Far Below Basic	67.0%	83.0%	31.0%	56.0%	46.0%
<b>Grade 9</b>					
Advanced/Proficient	0.0%	0.0%	9.0%	10.0%	13.0%
Basic	21.0%	13.0%	21.0%	22.0%	22.0%
Below Basic/Far Below Basic	79.0%	87.0%	69.0%	68.0%	65.0%
<b>Grade 10</b>					
			EOC	<b>Ala Cty</b>	<b>State</b>
Advanced/Proficient	0.0%	0.0%	6.0%	3.0%	6.0%
Basic	24.0%	22.0%	8.0%	13.0%	20.0%
Below Basic/Far Below Basic	76.0%	79.0%	86.0%	84.0%	74.0%
<b>Grade 11</b>					
Advanced/Proficient	n/a	n/a	n/a	2.0%	8.0%
Basic	n/a	n/a	n/a	14.0%	20.0%
Below Basic/Far Below Basic	n/a	n/a	n/a	83.0%	72.0%

Findings Tables 4, 5, 6 - African American Students

English/Language Arts

1. A comparison of 2008-09 percent of students scoring at Proficient or Advanced to the 2009-10 results show increases at grade 8 and no change for grade 11. Declines were noted at all other grade levels. Reductions in the percent of students scoring at Far Below

Basic and Below Basic were noted at grade 8. Increases were noted at grades 9, 10, and 11.

2. Comparing the 2009-10 percent of students scoring at Proficient or Advanced to the average of the prior four years (2005-06 through 2008-09), the 2009-10 scores were higher for grades 8, and 11 and lower for grades 7, 9, and 10.
3. Comparing the percent of Emery students scoring at Proficient or Advanced with students in Alameda County and the State of California, Emery students scored lower in all grades that the percent of students scoring at Far Below Basic and Below Basic is less than the County and State in grades 7, 8, 9, 10, and 11.]

Mathematics

1. A comparison of 2008-09 percent of students scoring at Proficient or Advanced to the 2009-10 results showed increases at grades 7 and 8 (Algebra I), 9 (Algebra I), and 10 (Geometry).
2. Comparing the 2009-10 percent of students scoring at Proficient or Advanced to the average of the prior four years (2005-06 through 2008-09), the 2009-10 scores were higher for grades 7, 8, and 9 and lower for grade 10.
3. Comparing the percent of Emery students scoring at Proficient or Advanced with students in Alameda County and the State of California, Emery students scored about the same at grades 10 (Geometry), and lower at all other grade levels.

Other Subjects

1. A comparison of 2008-09 percent of students scoring at Proficient or Advanced to the 2009-10 results showed increases in grade 8 Science, and grade 8 History/Social Science. Declines were noted in grade 10 World History, grade 11 US History, grade 10 Life Science, and grades 10-12 Biology.
2. Comparing the 2009-10 percent of students scoring at Proficient or Advanced to the average of the prior four years (2005-06 through 2008-09), the 2009-10 scores are higher for grade 8 Science, grade 8 History/Social Science, and grade 10 Chemistry, the same in grade 11 US History, and lower in grade 10 World History, grade 10 Life Science, and grades 10-12 Biology.
3. Comparing the percent of Emery students scoring at Proficient or Advanced with students in Alameda County and the State of California, Emery students scored lower in all subjects.

*Table 7: Comparison of ESS Economically Disadvantaged Students, Alameda County, and State of California scoring at “Proficient” or “Advanced” by grade levels and courses*

<b>2009-2010 School Year</b>	<b>Emery Secondary</b>	<b>County</b>	<b>State</b>
	<b>Grades 7 - 11</b>	<b>Grades 7 - 11</b>	<b>Grades 7 - 11</b>
Percent Economically Disadvantaged	67.3%	38.0%	51.0%

<b>Grade 7</b>			
English/Language Arts	34.0%	42.0%	40.0%
Mathematics	31.0%	39.0%	38.0%
<b>Grade 8</b>			
English/Language Arts	51.0%	40.0%	40.0%
General Mathematics	14.0%	26.0%	24.0%
Algebra I	34.0%	28.0%	35.0%
Social Science	38.0%	33.0%	33.0%
Science	36.0%	46.0%	47.0%
<b>Grade 9</b>			
English/Language Arts	20.0%	40.0%	40.0%
Algebra I	8.0%	14.0%	10.0%
Geometry	n/a	28.0%	29.0%
<b>Grade 10</b>			
English/Language Arts	22.0%	29.0%	32.0%
Geometry	5.0%	7.0%	9.0%
World History	22.0%	27.0%	29.0%
Life Science	12.0%	32.0%	33.0%
<b>Grade 10</b>			
Biology	12.0%	26.0%	27.0%
<b>Grade 11</b>			
English/Language Arts	24.0%	28.0%	29.0%
Algebra II (EOC)	11.0%	6.0%	11.0%
U.S. History	24.0%	30.0%	32.0%

Biology	n/a	28.0%	30.0%
Chemistry	8.0%	16.0%	19.0%

*Table 8: Five Year Trends in English/Language Arts – Economically Disadvantaged Students*

<b>Grade 7</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
Advanced/Proficient	35.0%	40.0%	32.0%	40.0%	34.0%
Basic	35.0%	33.0%	30.0%	40.0%	38.0%
Below Basic/Far Below Basic	30.0%	26.0%	38.0%	20.0%	28.0%
<b>Grade 8</b>					
Advanced/Proficient	17.0%	27.0%	24.0%	22.0%	51.0%
Basic	44.0%	43.0%	33.0%	44.0%	28.0%
Below Basic/Far Below Basic	40.0%	30.0%	42.0%	35.0%	21.0%
<b>Grade 9</b>					
Advanced/Proficient	22.0%	40.0%	32.0%	29.0%	20.0%
Basic	36.0%	32.0%	27.0%	40.0%	43.0%
Below Basic/Far Below Basic	43.0%	28.0%	41.0%	32.0%	37.0%
<b>Grade 10</b>					
Advanced/Proficient	19.0%	14.0%	32.0%	25.0%	22.0%
Basic	41.0%	39.0%	35.0%	33.0%	28.0%

Below Basic/Far Below Basic	39.0%	47.0%	33.0%	41.0%	50.0%
<b>Grade 11</b>					
Advanced/Proficient	18.0%	21.0%	8.0%	34.0%	24.0%
Basic	26.0%	35.0%	24.0%	33.0%	21.0%
Below Basic/Far Below Basic	56.0%	45.0%	68.0%	33.0%	55.0%

Table 9: Five Year Trends in Mathematics – Economically Disadvantaged Students

<b>Grade 7</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
Advanced/Proficient	35.0%	27.0%	11.0%	18.0%	31.0%
Basic	35.0%	23.0%	17.0%	47.0%	33.0%
Below Basic/Far Below Basic	29.0%	50.0%	72.0%	36.0%	36.0%
<b>Grade 8</b>					
	<b>Algebra I</b>				
Advanced/Proficient	14.0%	6.0%	21.0%	0.0%	34.0%
Basic	20.0%	38.0%	35.0%	29.0%	39.0%
Below Basic/Far Below Basic	65.0%	56.0%	43.0%	70.0%	26.0%
<b>Grade 9</b>					
	<b>Algebra I</b>				
Advanced/Proficient	0.0%	0.0%	4.0%	0.0%	8.0%

Basic	20.0%	11.0%	25.0%	16.0%	23.0%
Below Basic/Far Below Basic	81.0%	88.0%	72.0%	84.0%	69.0%
<b>Grade 10</b>					
	<b>Geometry</b>				EOC
Advanced/Proficient	15.0%	0.0%	13.0%	0.0%	18.0%
Basic	46.0%	13.0%	22.0%	11.0%	13.0%
Below Basic/Far Below Basic	38.0%	87.0%	65.0%	79.0%	69.0%
<b>Grade 11</b>					
	<b>Algebra II</b>				
Advanced/Proficient	n/a	25.0%	n/a	13.0%	11.0%
Basic	n/a	42.0%	n/a	6.0%	11.0%
Below Basic/Far Below Basic	n/a	34.0%	n/a	82.0%	79.0%

### Findings Tables 7, 8, 9 – Economically Disadvantaged Students

#### English/Language Arts

1. A comparison of 2008-09 percent of students scoring at Proficient or Advanced to the 2009-10 results showed increases at grade 8. Declines were noted at all other grade levels.
2. Comparing the 2009-10 percent of students scoring at Proficient or Advanced to the average of the prior four years (2005-06 through 2008-09), the 2009-10 scores were higher for grades 8, and 11 and lower for grades 9 and 10.
3. Comparing the percent of Emery students scoring at Proficient or Advanced with students in Alameda County and the State of California, Emery students scored higher in grade 8, and lower in grades 7, 9, 10, and 11.

#### Mathematics

1. A comparison of 2008-09 percent of students scoring at Proficient or Advanced to the 2009-10 results showed increases at grades 7, 8 (Algebra I), 9, and 10. Declines were noted at grade 11.
2. Comparing the 2009-10 percent of students scoring at Proficient or Advanced to the average of the prior four years (2005-06 through 2008-09), the 2009-10 scores were higher for grades 7, 8 (Algebra I), 9 (Algebra I), 10 (Geometry), and 11 (Algebra II).
3. Comparing the percent of Emery students scoring at Proficient or Advanced with students in Alameda County and the State of California, Emery students scored about the same at grades 8 (Algebra I) and 11 (Algebra II), and lower at all other grade levels.

#### Other Subjects

1. A comparison of 2008-09 percent of students scoring at Proficient or Advanced to the 2009-10 results showed increases in grade 8 History/Social Science, and Grade 10 World History. Declines were noted in grade 11 US History, grade 10 Life Science, and grades 10-12 Biology. Scores were the same for grade 8 Science.
2. Comparing the 2009-10 percent of students scoring at Proficient or Advanced against the average of the prior four years (2005-06 through 2008-09), the 2009-10 scores were higher for grades 7, 8 (Algebra I), 9 (Algebra I), 10 (Geometry), and 11 (Algebra II).
3. Comparing the percent of Emery students scoring at Proficient or Advanced with students in Alameda County and the State of California, Emery students scored higher in grade 8 History/Social Science, and lower in grade 8 Science, grade 10 World History, grade 10 Life Science, grade 11 Biology, grade 11 US History, and grade 11 Chemistry.

*Table 10: Comparison of ESS Hispanic or Latino Students, Alameda County, and State of California scoring at “Proficient” or “Advanced” by grade levels and courses*

2009-2010	ESS	County	State
Percentage of Hispanic/Latino Students	19.4%	26.6%	46.9%
<b>Grade 7</b>			
English/Language Arts	23.0%	43.0%	41.0%
Mathematics	15.0%	38.0%	39.0%
<b>Grade 8</b>			
English/Language Arts	50.0%	41.0%	40.0%
General Mathematics	n/a		

Algebra I	n/a		
Social Science	44.0%	32.0%	34.0%
Science	34.0%	45.0%	47.0%

Findings Table 10 - Hispanic/Latino Students

1. Percent of students scoring at proficient or advanced is higher when compared to students countywide and statewide in all comparison groups except 7<sup>th</sup> grade English/Language Arts, 7<sup>th</sup> grade Mathematics, and 8<sup>th</sup> grade Science.
2. Comparisons within the District between 2009 and 2010 for the percent of students scoring at proficient or advanced are as follows:

Grade and Subject	2009	2010
7 <sup>th</sup> grade English/Language Arts	46%	23%
8 <sup>th</sup> grade English/Language Arts	36%	50%
8 <sup>th</sup> grade Social Science	27%	44%
8 <sup>th</sup> grade Science	36%	34%

When comparing the percent of Hispanic/Latino students who scored at proficient or advanced in 2009 versus 2010, the percent scoring at proficient or advanced remained the same or increased in all comparison groups except for 7<sup>th</sup> grade English/Language Arts and 8<sup>th</sup> grade Science.

*Table 11: Comparison of ESS Students, Alameda County, and State of California scoring at “Proficient” or “Advanced” whose parents have some college*

2010	ESS	County	State
Percentage of Hispanic/Latino Students	19.4%	26.6%	46.9%

<b>Grade 7</b>			
English/Language Arts	23.0%	43.0%	41.0%
Mathematics	15.0%	38.0%	39.0%
<b>Grade 8</b>			
English/Language Arts	50.0%	41.0%	40.0%
General Mathematics	n/a		
Algebra I	n/a		
Social Science	44.0%	32.0%	34.0%
Science	34.0%	45.0%	47.0%

Findings Table 11 - Students of Parents with some college

1. Percent of students scoring at proficient or advanced is the same or higher when compared to students countywide and statewide in all comparison groups except 7<sup>th</sup> English/Language Arts, 7<sup>th</sup> grade Mathematics, 8<sup>th</sup> grade English/Language Arts, and 8<sup>th</sup> grade Science.
2. Comparisons within the District between 2009 and 2010 for the percent of students scoring at proficient or advanced are as follows:

<b>Grade and Subject</b>	<b>2009</b>	<b>2010</b>
8 <sup>th</sup> grade English/Language Arts	29%	73%
8 <sup>th</sup> grade Social Science	14%	54%
8 <sup>th</sup> grade Science	43%	45%

When comparing 2009 to 2010, the percent of students scoring at proficient or advanced who have parents who completed some college increased in 8<sup>th</sup> grade English/Language Arts, 8<sup>th</sup> grade Social Science, and 8<sup>th</sup> grade Science.

*Table 12: Comparison of ESS Students, Alameda County, and State of California scoring at*

*“Proficient” or “Advanced” whose parents have graduate/postgraduate training*

<b>2010</b>	<b>ESS</b>	<b>County</b>	<b>State</b>
Percentage of Hispanic/Latino Students	19.4%	26.6%	46.9%
<b>Grade 7</b>			
English/Language Arts	23.0%	43.0%	41.0%
Mathematics	15.0%	38.0%	39.0%
<b>Grade 8</b>			
English/Language Arts	50.0%	41.0%	40.0%
General Mathematics	n/a		
Algebra I	n/a		
Social Science	44.0%	32.0%	34.0%
Science	34.0%	45.0%	47.0%

Findings Table 12 - Students of Parents with Graduate/Post Graduate Training

1. Percent of students scoring at proficient or advanced is lower in all comparisons when compared to students countywide and statewide.
2. Comparisons within the District between 2009 and 2010 for the percent of students scoring at proficient or advanced are as follows:

<b>Grade and Subject</b>	<b>2009</b>	<b>2010</b>
7th grade English Language Arts	37%	23%
7th grade Mathematics	0%	15%
8 <sup>th</sup> grade English/Language Arts	14%	34%
8 <sup>th</sup> grade Social Science	13%	54%
8 <sup>th</sup> grade Science	34%	33%

When comparing 2009 to 2010, the percent of students scoring at proficient or advanced who have parents who completed graduate/post graduate training increased in 7<sup>th</sup> grade Mathematics, 8<sup>th</sup> grade English/Language Arts, 8<sup>th</sup> and grade Social Science. Scores decreased in 7<sup>th</sup> grade English/Language Arts.

**4a. California High School Exit Exam (CAHSEE) English/Language Arts Combined 10<sup>th</sup> graders**

<b>Percent of Students Who Have Passed the California High School Exit Examination in English/Language Arts in Grade 10</b>				
	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>School - All Students</b>	66%	70%	73%	62%
	<b>Gender</b>			
<b>Male</b>	59%	64%	68%	48%
<b>Female</b>	72%	81%	77%	72%
	<b>Race/Ethnicity/Program/Language Fluency(signifcant subgroups only)</b>			
<b>African American/Black</b>	62%	71%	68%	56%
<b>Economically Disadvantaged</b>	62%	70%	n/a	61%
<b>Non-Econ. Disadvantaged</b>	n/a	n/a	73%	n/a
<b>Hispanic/Latino</b>	n/a	73%	n/a	n/a
<b>Redesignated FEP</b>	n/a	91%	n/a	n/a

**4b. California High School Exit Exam (CAHSEE) Mathematics Combined 10<sup>th</sup> graders**

<b>Percent of Students Who Have Passed the California High School Exit Examination in Mathematics in Grade 10</b>				
	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>School - All Students</b>	67%	72%	74%	55%
	<b>Gender</b>			
<b>Male</b>	59%	78%	79%	40%
<b>Female</b>	73%	63%	71%	65%
	<b>Race/Ethnicity/Program/Language Fluency (significant subgroups only)</b>			
<b>African American/Black</b>	60%	58%	69%	49%
<b>Economically Disadvantaged</b>	69%	71%	n/a	53%
<b>Non Econ. Disadvantaged</b>	n/a	n/a	68%	n/a
<b>Hispanic/Latino</b>	n/a	73%	n/a	n/a
<b>Redesignated FEP</b>	n/a	91%	n/a	n/a

**5. College SAT Results, including numbers of students taking the exams**

<b>Year</b>	<b>Grade 12 Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Reading Average</b>	<b>Math Average</b>	<b>Writing Average</b>	<b>Total <input type="checkbox"/> 1,500 number</b>	<b>Total <input type="checkbox"/> 1,500 percent</b>
<b>2008-09</b>	65	23	35.3	415	416	413	4	17.4
<b>2007-08</b>	56	22	39.3	394	410	420	5	22.7

<b>2006-07</b>	36	16	44.4	412	415	398	2	5.6
<b>2005-06</b>	40	18	45.0	359	396	381	2	5.0
<b>2004-05</b>	46	19	41.3	371	373	n/a	2	4.3

**6. Advanced Placement test results, including numbers of students taking the exams and percentage of students passing exams.**

<b>Year</b>	<b>11<sup>th</sup> and 12<sup>th</sup> grade enrollment</b>	<b>Number of Test Takers</b>	<b>Scores = 1</b>	<b>Scores = 2</b>	<b>Scores = 3</b>	<b>Scores = 4</b>	<b>Scores = 5</b>	<b>% Passing</b>
<b>2008-09</b>	126	19	11	3	4	3	2	47.4
<b>2007-08</b>	119	16	2	10	5	0	0	31.2
<b>2006-07</b>	104	13	6	8	3	0	0	23.0

**7. Number of students meeting University of California a-g requirements; number enrolled in the a-g approved courses.**

<b>Year</b>	<b>Total 12<sup>th</sup> grade graduates</b>	<b># of 12<sup>th</sup> grade Males meeting “a-g” require.</b>	<b>% of 12<sup>th</sup> grade Males meeting “a-g” require.</b>	<b># of 12<sup>th</sup> grader Females meeting “a-g” require.</b>	<b>% of 12<sup>th</sup> grade Females meeting “a-g” require.</b>	<b># of 12<sup>th</sup> grade graduates meeting “a-g” require.</b>	<b>% of 12<sup>th</sup> grade graduates meeting “a-g” require.</b>
<b>2009-10</b>	59	20	33.9	33	55.9	53	89.8
<b>2008-09</b>	xx	xx	xx	xx	xx	xx	xx
<b>2007-08</b>	57	3	13.6	12	34.4	15	26.3
<b>2006-07</b>	33	0	0.0	0	0.0	0	0.0
<b>2005-06</b>	37	0	0.0	0	0.0	0	0.0

**8. Number/Percent of students taking Algebra I by grade level**

Year	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
2010-11	0	21/32%	9/15%	1/ 2%
2009-10	1/1%	45/73%	9/13%	1/ 2%
2008-09	0	25/32%	5/7%	1/ 1%

**9. Report card analyses percentage of D's and F's for last three semesters.**

	Fall Semester 2009		Spring Semester 2010		Fall Semester 2010	
	D	F	D	F	D	F
9 <sup>th</sup> grade	11%	11%	15%	1%	12%	1%
10 <sup>th</sup> grade	11%	15%	15%	1%	15%	15%
11 <sup>th</sup> grade	17%	35%	17%	12%	19%	15%
12 <sup>th</sup> grade	12%	1%	13%	.02%	15%	1%

**10a. Completion Rates: Graduation rates of seniors based upon 12<sup>th</sup> grade enrollments**

	2005-06	2006-07	2007-08	2008-09	2009-10
ESS	92.5	91.7	101.8	83.9	xx
Alameda Cty	84.6	84.2	84.0	xx	xx
State of California	82.5	80.5	80.0	xx	xx

**10b. Dropout rates in Percent**

Year	4 Year Derived Dropout Rate	1 Year Dropout Rate
2008-09	xx	xx
2007-08	11.5	3.0
2006-07	29.4	5.1
2005-06	18.1	4.8
2004-05	50.7	17.9
2003-04	79.0	31.6

**10c. Post-enrollment data: admission/entrance to and performance in postsecondary education, armed forces, and workforce**

Year	Number of graduates	Accepted to 4 yr. colleges/universities	Enrolled in 2 year community college	Entered the workforce	Other
2009-10	<u>59</u>	<u>28</u>	<u>30</u>	<u>0</u>	<u>1</u>
2008-09	<u>63</u>	<u>16</u>	<u>45</u>	<u>1</u>	<u>0</u>
2007-08	<u>xx</u>	<u>xx</u>	<u>xx</u>	<u>xx</u>	<u>xx</u>

xx= Data not available

**11. Student participation in co-curricular activities and extra-curricular activities**

Emery Secondary School provides students with many opportunities to participate in extra-curricular and co-curricular activities. The following are many of the active clubs for the 2010-2011 school year:

- Xicano
- Interact
- Black Student Union

- Pride
- Green
- Skate & Graffiti
- Diaspora
- Debate
- Gaming
- Guitar
- Knitting
- Photography
- ASB
- Conflict Mediation
- South Asian
- Middle School Sports
- Running
- Muslim
- Yearbook
- Drumline

While Emery Secondary School is small, a number of interscholastic athletic teams participate through the Bay Conference League. Teams include:

- Baseball (Boys)
- Basketball (Boys and Girls)
- Dance Team
- Football (Boys)
- Soccer (Boys and Girls)
- Volleyball (Girls)

The mens' and womens' basketball teams have experienced success in recent years such as championship wins in BCL tournaments for 2008-2009, 2009-2010, and 2010-2011.

The Target Success Academy (afterschool program) is funded by a 21<sup>st</sup> Century Learning Center grant. Approximately 210 students participate from 3:30 – 6:00 p.m. Mondays through Fridays. The program offers a number of programs including:

- CAHSEE Prep
- Middle School Sports
- Study Table
- Geometry Academic Workshop
- Walk for Health
- Art Studio
- Capoeira
- Yearbook Club

- Hip Hop Dance Study
- Academic Algebra Workshop
- Debate Team
- Health Education Workshop
- Homework Support
- Biology Study Group
- Game Club
- Guitar Club

### **12a. Suspensions**

<b>Year</b>	<b>Males</b>	<b>Females</b>	<b>Total</b>
<b>2009-10</b>	271	169	440
<b>2008-09</b>	242	187	<b>429</b>
<b>2007-08</b>	340	240	<b>580</b>
<b>2006-07</b>	unknown	unknown	<b>unknown</b>

### **12b. Expulsions**

<b>Year</b>	<b>Males</b>	<b>Females</b>	<b>Total</b>
<b>2009-10</b>	1	0	1
<b>2008-09</b>	x	x	3
<b>2007-08</b>	x	x	0
<b>2006-07</b>	x	x	1

### **13. Safety conditions**

ESS was built in the early 1960s. It has had no significant renovations since the initial construction. The school facility does not meet current seismic safety standards. A general obligation bond was placed on the November 2010 ballot that would rebuild the entire school and co-location the K-6 program on the same site. While the school is well maintained, many specialized facilities such as Science labs are not fully functional or equipped to current educational standards.

#### **14. ESS Transforming: the 2010-11 School Year**

Beginning in the 2010-11 school year, a number of major changes have been made in the ESS program. The freshmen class is the first class required to meet the Board of Trustee's new graduation requirements from high school. All freshmen students are required to pass the UC/CSU "a-g" course sequence. In order to facilitate this, the ESS schedule now reflects a seven (7) period day for all students in grades 7-11 (and for selected 12<sup>th</sup> graders). In spite of major budget constraints due to the State's budget crisis, this was accomplished with little additional cost. The new schedule has resulted in slightly larger average class sizes.

New college prep classes have been added to the master schedule including three courses taught by Berkeley City College instructors. These courses include English 1A and 1B, Physics, and Digital Media. Other courses added to the master schedule include Environmental Science and Leadership (required for all sophomore students). Additional arts, technology, and foreign language sections have also been added.

Additional Advanced Placement classes have been added including AP Biology, Psychology, US History, Government, Calculus, and Environmental Science through our partnership with the University of California at Berkeley.

Graduation requirements have been adopted and implemented for the 2010-2011 school year to include the a-g requirements for college entrance.

All of the above changes were designed to increase academic rigor and provide opportunities for all ESS students to be eligible for entrance to 4 year colleges and universities. Other programmatic changes are being considered including adding more college preparatory courses through Berkeley City College, and the development of multiple pathways through the secondary program. The two areas under study are an Arts pathway and STEM.

## Chapter II: Student/Community Profile — Overall Summary from Analysis of Profile Data

A comprehensive analysis of all pertinent Emery Secondary School data is summarized below in terms of areas of strength and area of need:

### Areas of Strength

- Emery Secondary School has a highly qualified staff.
- ESS teachers participate in a wide variety of professional workshops, conferences, and learning seminars.
- Percent of students scoring at proficient or advanced in 2010 is higher than the previous year's percentage at all grade levels except 11 (Algebra II).
- Percent of students scoring at Below Basic and Far Below Basic is lower than the previous year's percentage at all grade levels except 10 (Geometry)
- Significant improvements noted in 8<sup>th</sup> and 9<sup>th</sup> grade Algebra I.
- Percent of students scoring at proficient or advanced has made steady annual improvements over the past three years at grade 8 in science.
- Percent of students scoring at proficient or advanced is significantly higher than the previous year's percentage in 8<sup>th</sup> grade history/social science and slightly higher in 10<sup>th</sup> grade World History.
- Results of student surveys and interviews indicate that ESS students find their school a safe place for learning.
- ESS students hold their teachers in high regard.
- ESS has a strong working relationship with the community of Emeryville.
- With the exception of the year 2009-2010, the percentage of passing on the CAHSEE has steadily increased.
- The number of students passing the Advance Placement examinations has showed a steady increase.
- The number of students meeting or exceeding the A-G subject requirements has increased tremendously.
- With the exception of 2008-09, the graduation rate has increased.
- The number of student attending post secondary education has increased tremendously.

### Areas of Need

- ESS did not meet the Adequate Yearly Progress (AYP) for the past two years. The school district is in year 3 of Program Improvement (PI 3). The factors leading to this include:
  - Failure of subgroup (African American or Black students) to meet Proficiency in English Language Arts and Math (2007-2008).
  - Failure of subgroup (African American or Black students) to meet Proficiency in English Language Arts and Math (2008-2009)

- Failure of subgroup (African American or Black students) to meet Proficiency in English Language Arts and Math. Our target for English Language Arts was 55.6% and Mathematics was 54.8% in PI 3.
- Lack of progress on Academic Performance Index (API). 2009 Base API was 653 and 2010 Growth API was 645.
- Percent of students scoring at proficient or advanced on CSTs in 2010 is lower at all grade levels except 8<sup>th</sup> grade in English/Language Arts.
- Percent of students scoring proficient or advanced in US History is lower than in previous years.
- Percent of students scoring at proficient or advanced is lower than the previous year's percentage in 10<sup>th</sup> grade life science and Biology.
- Scores for all ESS students are generally lower in all areas when compared to their counterparts in Alameda County and the State.
- Economically Disadvantaged Students at Emery Secondary School score lower on CSTs than their counterparts in Alameda County and the State.
- The African American subgroup at Emery Secondary School score lower in both Math and ELA than their counterparts in Alameda County and the State.
- CST scores are not consistent in reviewing a three year trend.

**The following implications were drawn from the comprehensive analysis of Emery Secondary School data:**

1. There is a strong need to improve the academic performance of the African American subgroup.
2. There is a need to improve student learning in English/Language Arts for Economically Disadvantaged students as well as ELD students.
3. There is a need to improve student learning in English/Language Arts for all students and reduce the achievement gap within our subgroups.
4. There is a need to investigate intervention strategies to serve our lowering achieving population.
5. There is a need to address the entire assessment process.

## Chapter III: Progress Report

**Summarize progress on each section of the action plan that incorporated *all critical areas* of follow-up from the last full self-study.**

Emery Secondary School completed their last self-study in February 2005. A midterm visitation was conducted in the Spring of 2007 with an individual revisit by Dr. David Brown, WASC commissioner.

Since Emery Secondary School's last WASC visitation, the district and school site has made significant changes in many areas. The Superintendent position has had several different individuals with varying lengths of tenure. The principal position at Emery Secondary School has seen several changes in recent years. The current principal, Ms. Anakarita Allen, is also the District Deputy Superintendent. The Director of Student Services position has also had a change in personnel. Staff turnover has been significant and only 7 teachers remain since the last visitation. As a result of these changes, Emery Secondary School has had to reinvent itself several times. Fidelity to the WASC process has not always been a priority.

The following is a summary of our critical areas of need identified in our initial study of February 2005 and subsequent midterm review in 2007/2008 and how we have addressed our needs:

1. *The school needs to establish an on-going group to assume responsibility for monitoring the WASC Action Plan from 2005 and the additional recommendations/next steps.*
  - a. *This group must include all majority stakeholders.*
  - b. *Leaders of this process should attend WASC Training and possibly volunteer as Visiting Committee members to better understand the WASC self-study process.*
    - i. In the Fall of 2008, Martin Procaccio, Director of Guidance, was appointed Self-Study coordinator.
    - ii. A Leadership Committee of members of the ESS Instructional Leadership Team was formed in the Spring of 2009.
    - iii. Focus and Home Groups were formed at the same time.
    - iv. In the Spring of 2009, all groups began the WASC review process.
    - v. Several members of the ESS staff participated in WASC training workshops.
    - vi. Three ESS staff members were part of school visitation teams in the Spring of 2010.
    - vii. The Parent Teacher Organization (PTO) which meets monthly to discuss current school progress and issues related to student growth and improvement has had several meetings on the WASC process.
    - viii. The PTO President is a member of the WASC Leadership Team and attends all faculty/staff meetings.

2. *Align the Single School Plan with the WASC Action Plan*
  - a. A school Instructional Leadership Team (ILT) was established to create a school improvement plan. In conjunction with the faculty, staff, parents and students, this team has made progress towards finalizing the alignment of the WASC Action Plan with the Single School Plan. Additional work must still be completed in this area.
3. *Create a vision statement that will guide the school through all future work and collaboration.*
  - a. The faculty, staff, administration, students and parents of ESS generated a school wide mission statement. The final product was reviewed and approved by the School Board. In addition, ESS adheres to the Emery Unified School District's guiding principles.
4. *Revise or modify action steps to address previously stated need to support student preparation for College and Career readiness (in particular student knowledge of UC/CSU a-g requirements, four year planning, SAT/ACT timelines/importance and other similar information.*
  - a. A counseling calendar has been established with all deadlines and visitation schedules published and revised monthly.
  - b. A-G requirements are updated yearly and published in the Student/Parent Handbook.
  - c. The College Counselor meets with all students regularly through scheduled meeting in ELA classes.
  - d. The College Counselor makes use of UC/CSU eligibility program in SIS – AERIES.
  - e. The College Counselor regularly reviews student's graduation status and recommends a course of study for credit recovery and college readiness.
  - f. ESS has instituted the use of BYU Independent Studies and internal online courses for credit recovery.
  - g. Timely announcements are made in regards SAT/ACT deadlines
  - h. Establishment of the GEAR UP Program regarding college readiness is now in its third year.
  - i. ESS implemented a School Board approved four-year A-G graduation requirement for all students.
  - j. The College and Career Center was established in Fall 2010 with a paid staff position present during all days that school is in session.

The following is a summary of progress in regards to action on ESS's Action Plan:

1. *Support staff, teachers, and administrators will participate in focused, documented, and needs-aligned professional development in order to allow students to become more deeply involved in their learning.*
  - a. The professional development planning and implementation at Emery Secondary School has been under review since our last visitation. Although we have begun to coordinate our plans and determined the need for a systematic review, we still need to organize and implement our professional development.

- b. The Instructional Leadership Team is charged with developing a coordinated Professional Development Plan based upon staff needs.
  - c. All staff is provided the opportunity to engage in professional development at least once per year per union contract. ESS staff has taken advantage of this avenue to increase their knowledge of instructional strategies.
2. *Students will demonstrate proficiency of the content standards in all content areas as measured by annually increasing percentages of students in the Basic, Proficient, and Advanced levels of the California Standards Tests. In alignment with the district vision, 90% of students will test at the Proficient or Advanced Level by 2009.*
- a. The District refocused their goal of 90% Proficient or Advanced by 2009 after reviewing recent data.
  - b. Focus has shifted to intervention to assist students.
  - c. In addition, the main focus of the ESS staff has been on professional collaboration regarding analyzing data and need for appropriate strategies for student improvement.
  - d. ESS staff are currently reviewing, updating and evaluating all school-wide improvement plans. Emphasis is being placed upon coordinated solutions to school improvement.
3. *The school will allocate time and resources to create a structure that increases participation by all stakeholders toward building a more positive, safe, and robust culture.*
- a. The Parent Teacher Organization has regular monthly meetings. This body has become more active in school participation.
  - b. The weekly staff update bulletin provides regular notification of all school activities.
  - c. The new health/wellness coordinated services involves all stakeholders.
  - d. Surveys have been administered to all stakeholders regarding our coordinated services plan.
  - e. This plan has been presented at both Board and staff meetings.
4. *All stakeholders will help create a realistic and powerful vision for Emery Secondary School.*
- a. The district adopted a set of district guiding principles in the Spring of 2007. The principles are:
    - i. We hold high academic, social, and professional expectations.
    - ii. We create a sense of family.
    - iii. We inspire and support innovation to end racist and classist practices.
  - b. The Instructional Leadership Team continues to review and define these guiding principles.
  - c. The Faculty and Staff began a formal review of these principles in the Fall of 2010. No revisions were necessary.
  - d. The students and parents of Emery Secondary School are aware of the District principles; however, more work is needed in articulating these principles to all stakeholders.
  - e. With the change in Superintendents in the last two years, the District and school will once again review the Guiding Principles and determine a plan to further articulate the vision of Emery Secondary School.



## Chapter IV: Self-Study Findings

### Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

#### A1. Organization Criterion

*To what extent a) does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels and b) is the school's purpose supported by the governing board and the central administration and further defined by expected schoolwide learning results and the academic standards?*

Findings	Supporting Evidence
<ul style="list-style-type: none"> <li>On October 17, 2007, Emery School Unified District adopted a mission statement, Guiding Principles, itemized goals, and strategic initiatives for the Board members, Administrators, teachers, and community in order to increase academic achievement. ESS is increasingly moving toward data driven instruction in addition to the standards-based curriculum that is currently in place. Through the implementation of benchmarks assessments, we track student gains toward mastering standards in all subject areas.</li> </ul>	District mission statement Guiding Principles Positive referrals Data Director Math benchmarks CBED
<ul style="list-style-type: none"> <li>We abide by our district and school mission statement and guiding principles. With the crisis of bankruptcy and state takeover looming in our recent past, coupled with the fact that 87 percent of our students are economically disadvantaged, it is clear that we are a community that is overcoming deep challenges. In spite of these obstacles, we strive to uphold our mission that states clearly the intent to provide a rigorous education in a safe environment. Our principles also support student learning in an atmosphere of tolerance, respect and engagement with people from different cultures and backgrounds.</li> </ul>	District Goals School Accountability Report Card; Wellness plan; SSTs; Clubs (e.g. GSA, prayer group); cultural celebrations (Black History month, Dia de los Muertos, etc.)
<ul style="list-style-type: none"> <li>This vision has been adopted by our school board and is supported by both our District and school administrations. In recent years, the school has been supported with the AERIES school information system to allow convenient retrieval of student information for all teachers and Data Director to help track student progress toward the standards, and we have just</li> </ul>	District Initiatives

implemented School Loop as a grade management system to keep parents and students informed of academic progress.

- The mission statement and Guiding Principles were developed by the superintendent and the school board in 2009. The process of refining the ESLRs involved the school community, including the Instructional Leadership Team along with parent and student subcommittees who initially met to review the old ESLRs. From this group, a special subcommittee was appointed to streamline and simplify the Language of the Expected School-wide Learning Results. The Finalized version of the ESLRS were then presented to the faculty to align the language with actual reoccurring school practices. During this process, the staff was given an opportunity to reflect on many of the positive aspects of our school program as well as areas of improvement.
- In August of 2009 at our staff retreat, the ESS staff voted on a theme of “creating self-directed learners” as a pivotal step in the process of fulfilling our district mission and guiding principles. In the spring of 2010, the staff engaged in a process to craft a School Mission statement. Through the crafting of this document, the staff identified common education philosophies of developing proactive lifelong learners who can act as agents for change in their respective communities. However, although the district has a mission statement, our site still does not have its own school vision.
- We continue to follow our Guiding Principles which include holding high academic, social, and professional expectations, creating a sense of family, and inspiring and supporting innovation to end racist and classist practices. Finally, the Board has created strategic initiatives, which include specific language around improving student academic performance, preparing them for post-secondary studies, exhibiting critical thinking and problem solving skills, demonstrating leadership, advocating for justice and respecting the dignity of all persons. To support this endeavor, the Board also voted on requiring all students to take a leadership development course.

ESLRs

Wellness Plan

Staff meeting agendas

2009 staff Retreat Agenda

Wellness

Mentor program (F.A.M.)

Strategic Initiatives

Guiding Principles

## A2. Governance Criterion

*To what extent does the governing board a) have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school; b) delegate implementation of these policies to the professional staff; and c) regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Educational Association (LEA) plan?*

Findings	Supporting Evidence
<ul style="list-style-type: none"> <li>The Emery USD board believes that acting in the best interest of the students is paramount in their actions. In addition, the board is committed to its employees, parents/guardians, and members of the community. To this end, the board expects its members to work with each other and the superintendent to deliver the highest quality of education possible to the students of the district. The Board recognizes the importance of adopting policies that reflects the District's vision. These policies detail the guidelines within which the superintendent may act to uphold this vision.</li> </ul>	Emery Board Website School Board Policies
<ul style="list-style-type: none"> <li>The policies and procedures regarding the selection, composition, and duties of the board are posted on the district website for the public to view and understand; however it cannot presently be verified that these policies and procedures are clear to stake holders.</li> <li>The school needs a clearly stated vision and purpose.</li> <li>There is an annual review of policies concerning inter-district open enrollment and extracurricular/co-curricular activities.</li> <li>The superintendent provides for the continuous orderly review of existing policies at a time allocated for this purpose on the agenda of regular board meetings.</li> <li>The board conducts an annual review of CST data and periodic reviews of fiscal health and operations of the school.</li> <li>The board provides a process for complaints concerning schools, district employees, and instructional materials. The board operates on the belief that the quality of the education program improves when differences of opinion are considered and resolved quickly.</li> </ul>	

- The school needs to create formal structures in which all stakeholders can participate as well as a more consistent process for review and revision of policies and procedures.

### A3. Leadership and Staff Criterion

*To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?*

*To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?*

Findings	Supporting Evidence
<ul style="list-style-type: none"> <li>• As a school, we are beginning to establish stability in our administration. We are also re-implementing benchmark assessments and we are establishing protocols to continue this process regularly. As a staff, we have begun the process of analyzing CST data at the beginning of the academic year. Grade level teams have met to identify effective instructional strategies. The Instructional Leadership Team (ILT) is meeting weekly to set agenda for staff meetings.</li> </ul>	<p>Re-implementing writing assessments</p>
<ul style="list-style-type: none"> <li>• The school planning process is broad-based, collaborative, and has the commitment of the share holders, including the staff, students, and parents; however we are not always faithful to this data. The ILT convened over the summer to identify common practices that could help to increase student achievement. The Parent Teacher Organization (PTO) is active and meets monthly. The planning process with students is achieved through the Student Body.</li> </ul>	<p>Board meeting agendas Board briefs</p>
<ul style="list-style-type: none"> <li>• The District Criteria for Annual Evaluation of Consolidated Programs outlines the correlation between the analysis of student achievement of critical academic needs and the ESLRs.</li> </ul>	<p>Sign-in sheets; agendas/minutes; calendar</p>
<ul style="list-style-type: none"> <li>• In the document <i>BP 300 Business and Non-instructional Operations</i> on the Emery Board website, the following is outlined: “The Board of Education recognizes that sound financial decisions are an integral part of the district’s ability to provide a high-quality education for students. It is therefore essential that the Board establish reliable budget development</li> </ul>	<p>Emery Board Website</p>

processes and adopt a responsible budget with spending priorities which reflect the district's vision and goals.”

**A4. Leadership and Staff Criterion**

*To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?*

Findings	Supporting Evidence
<ul style="list-style-type: none"> <li>• We have a highly qualified staff that facilitates the achievement of the academic standards and ESLRs through a system of preparation and induction.</li> <li>• All members of the Emery Secondary staff are NCLB compliant. The board desires to employ the most highly qualified and appropriate person for the position. All new teachers are expected to complete BTSA and are encouraged to continue professional development throughout their teaching career. The district has partnered with The National Equity Project formerly known as BayCES to work on Project 2012. This partnership provides coaching of instructional practice and inquiry to a cohort of teachers in the subjects of ELA and mathematics. The District also implemented Math Vertical Articulation Teams between ESS and Anna Yates to help teachers to help identify and articulate power standards and common basic skill needs between the elementary and secondary school.</li> <li>• The hiring process is extensive and credentials are verified. The policies and practices of hiring are explained clearly on the district’s website. The actual interviews are conducted by teachers of the same content area. Although our staff is small, we are effective at matching faculty members to assignments that best utilize their individual expertise and qualifications.</li> <li>• Teachers are also required to complete a yearly evaluation process in which they are observed by the administration in their first three years with the district.</li> <li>• There is a wide range of processes and procedures implemented for involving staff in shared</li> </ul>	<p>Board minutes                      MOU with BTSA                      Certificated contract                      Job descriptions                      MOU with BayCES</p> <p>Emery website                      Partnership with Cal State East Bay teacher credentialing program.</p>

responsibility, actions, and accountability toward supporting student learning. Collegial strategies such as collaboration meetings by departments, peer observations, Project 2012 meetings, group presentations to the faculty, ILT meetings, staff emails, and formal trainings have been used to share responsibility and accountability for student learning.

ILT meeting agendas, Staff meeting agendas

- The school leadership team meets weekly to review previous and existing processes to determine the best practices to improve instruction and school culture. There is significant time spent on ELA, math, and specific subgroups all identified as critical academic needs.
- The Faculty/Staff handbook which defines responsibilities, operational practices, decision making processes and relationships is outdated by 1 year. Resources are limited and staff have multifaceted responsibilities that change from day to day.
- Structures need to be implemented for formal review and evaluation. Staff meetings are used to communicate differences, but there are no formal structures.

ILT Meeting Agendas

### A5. Leadership and Staff Criterion

*To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?*

Findings	Supporting Evidence
<ul style="list-style-type: none"> <li>• We have had several types of professional development on subjects such as retention, culturally sensitive instruction, and technology. In addition, each staff member sponsors a PD event of their choosing on an annual basis. Many processes are in the beginning stages of implementation and we have not yet determined the measurable effects on professional development.</li> </ul>	<p>Professional Development workshop agendas and notes</p>
<ul style="list-style-type: none"> <li>• The school’s supervision and evaluation procedures promote professional growth of staff by allowing the faculty member to choose teaching standards on which to focus.</li> </ul>	<p>Teacher Evaluation forms; Blank and Completed</p>
<ul style="list-style-type: none"> <li>• Feedback including suggestions for improvement is</li> </ul>	

given to the teacher being evaluated, which effectively contributes to promoting a teacher's professional growth.

## A6. Resources Criterion

*To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?*

Findings	Supporting Evidence
<ul style="list-style-type: none"> <li>• The ESS site budget is allocated towards resources which enhance student achievement of the ESLRs and academic standards. These allotments of the General Budget include Athletics, TSA, Special Education, the Wellness program, Administrative office, and the Wellness Committee.</li> <li>• The site budget goes toward supplies in the areas mentioned above. The district budget includes instructional materials, textbooks; Title II Professional Development; Title III ELD; Parcel Tax, which provides library and core subject materials. Due to limited resources, the decision-making process of resource allocation is an informal one. Textbooks and other resources are issued based on need and requests from teachers.</li> <li>• The annual decisions are made by the Budget Advisory Committee, which consists of District Administration staff, the Emery Teachers Association, and CSEA unions. In the past, this committee was composed of all administrators who had budget managers; however, this year everyone had representation. It was a collaborative process from the leadership and departmental teams. A more formal process has not been implemented, nor is there a widely-used document that allows for efficient collaboration and coordination.</li> <li>• Recently, advisory teams from Facilities, Wellness, Leadership, and Special Education were asked to identify and cut \$500,000 from the General Budget.</li> <li>• There is an annual audit conducted by our accountant, Perry Smith, LLC. In addition, the Escape Online 5 financial management system tracks all budget manager's requests and sends alerts to the principals.</li> </ul>	<p>Budget summaries</p>

The business office and Superintendent then give final approval. Finally, pay warrants are presented at school board meetings as a method of tracking all funds dispersed.

- Although facilities are safe, functional, and well-maintained, they do not adequately meet basic instructional needs. Classrooms are small, walls are thin, and there is inadequate storage space, board space or wall space to display student work.
- Teachers have recently been trained on technology to distribute and account for textbooks, workbooks, and other instructional materials. One of the major challenges is keeping an accurate inventory of consumable laboratory materials. Having a more efficient process of ordering and keeping track of these materials could result in more effective, uninterrupted instructional time. Currently, teachers purchase materials out-of-pocket and are reimbursed by the district, which is not the most efficient procedure. We continue to investigate better procedures.
- Resources are available to hire core teachers, but not for additional elective or intervention teachers, particularly in the English Language Arts area. Funding is allotted for Professional Development; however the time allotted is not well-organized, and Professional Development is not aligned to a school vision or objectives.
- Currently we do not have a process in place that accommodates the examination of long-range planning. Decisions are presently made on a year to year basis. However, the Emeryville Center of Community Life facility may be able to help with this process.

### **WASC Category A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Strengths and Growth Needs**

**Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.**

#### **Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Strength**

1. Involvement by all stakeholders in the development of the ESLRs and guiding principles.

2. We continue to uphold our guiding principles of high academic, social, and professional expectations.
3. Atmosphere of respect, tolerance, and engagement from people of all backgrounds.

**Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth**

1. Although we have had several professional development workshops, we need to structure our overall professional development program with more specific objectives and goals in mind.
2. We need to implement benchmark assessments on a regular basis.
3. While the PTO is an active organization, we need more parent participation in the organization and involvement in the school in general.

**Category B: Standards-based Student Learning: Curriculum**

**B1. Curriculum Criterion**

*To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results? [Through standards-based learning (i.e., what is taught and how it is taught), the expected schoolwide learning results are accomplished.]*

Findings	Supporting Evidence
<p><b>Current Educational Research and Thinking</b></p> <ul style="list-style-type: none"> <li>• All teachers participate in monthly professional development. In the spring of 2010 Zarreta Hammond, a specialist in comprehension strategies, led a series of workshops on note taking, memory, and comprehension based on educational research that teachers then applied to their individual classrooms. Based on these workshops teachers developed and implemented formative assessment plans in their own classrooms and brought evidence of their formative assessments to the following staff meeting for review.</li> </ul>	<p>Formative Assessments (exit tickets, student reflections, warm-ups)</p> <p>Meeting Agendas</p>

Teachers shared, analyzed, and discussed their work.

- The math department supplements the educational research in their textbooks with assistance from a CSU East Bay and UC Berkeley professor and UC Berkeley students to help with curriculum development, tutoring, mentoring, and the introduction of new teaching methods using technology and math manipulatives. The math department also uses Smart Boards to assist in instruction.
- The English department uses curriculum from Pebble Creek Labs for 9<sup>th</sup> and 10<sup>th</sup> grades, which is based on a core set of reading comprehension strategies such as the inductive model, cloze, and read/think-alouds. All English and social studies teachers have received the Pebble Creek training. During the 2008-2009 and 2009-2010 school years, the social studies department taught a world geography class based on the core set of strategies from Pebble Creek Labs. In addition, the middle school and high school English teachers have taught and incorporated some of the core strategies along with the use of the textbook. The 12<sup>th</sup> grade English class uses the Expository Reading and Writing Course (ERWC) curriculum developed by the California State University system in conjunction with novel study. The curriculum was developed by professors within the CSU system in response to the high number of entering freshman that did not pass the English Placement Test. Like Pebble Creek, the ERWC curriculum is based on a core set of researched-based reading and writing strategies that students practice in every unit. Some of these units are also used in preparation for students to take the Early Assessment Program (EAP) exam offered by the CSU system, which may be used in lieu of the CSU entrance exam if the student passes during his or her junior year.
- The visual arts teacher uses the *Teaching for Understanding* and *Project Zero* frameworks in order to inspire and deepen learning across the curriculum, along with the California Framework for teaching visual arts in her curriculum as far back as 2007.

Lesson Plans created in partnership with CSU East Bay and UC Berkeley Professors.

Lesson Plans, curriculum guides

M.O.U. with Alameda County

**Academic Standards for Each Area**

- All teachers use the California State Frameworks for teaching their subject area. The math and science departments give benchmark assessments and use the data from their assessments to inform future instruction. Plans are currently being developed to implement benchmarks in more areas.
- The English department is currently conducting writing assessments for grades 7-12 to help support student success on the CAHSEE and EAP tests. After completing a timed writing assessment, the English teachers will share the essays with the entire staff during a staff meeting. The staff will calibrate the essays and grade them. The intended outcomes of the writing assessment is for all teachers to have an idea of where our students stand in terms of writing, to develop common school-wide writing practices, and for students to have a clear understanding of their areas for improvement. The goal is that by next year, we will conduct 3-4 writing assessments through the school year.
- All AP classes follow the College Board Standards.

Office of Education/Project Zero

Curriculum maps  
Benchmark exam data and activities designed to re-teach concepts (Math department warm-ups)

**Student Work – Engagement in Learning**

- The examples of student work show student engagement in learning and demonstrate the implementation of a standards-based curriculum and the ESLRs. The notes from the department meetings show in depth the relationship between student engagement, standards alignments, and the ESLRs.

**Accessibility of All Students to Curriculum**

- The SPED department has a bank of student goals aligned to content standards.

Home group collaboration notes

**Integration among disciplines**

- Every year the 10<sup>th</sup> grade English and History teachers collaborate on a joint research project. Past topics have included revolutionaries and immigration.
- In the Spring of 2010 the 9<sup>th</sup> grade Algebra 1 and

SPED Department Goals Bank

physical science classes collaborated on an oil spill project.

- During the 2009-2010 school year the English and Social studies teachers (including SPED teachers) participated in collaborative meetings to discuss common practices. Out of these meetings discussions related to research became the biggest focus. The 11<sup>th</sup> grade English and History teachers collaborated on reading texts (*Of Mice and Men*) related to the great depression. Students then researched and developed speeches based on a controversial topic.
- The SPED department regularly collaborates with general education teachers in supporting the needs of students with special needs.

Notes from Collaboration Meetings

Meeting Notes

### **Curricular Development, Evaluation, and Revision**

- The school board and Instructional Leadership Team assess the school's curriculum review, evaluation, and review process for each program area. Recently, the board decided to change the graduation requirements to reflect the A-G requirements for the CSU and UC systems.
- ILT set expectations for student grades and homework in the Fall of 2007. There are no "D's" for middle school students.

### **Policies – Rigorous, Relevant, Coherent Curriculum**

- We have learned that providing a challenging curriculum to all students can be difficult in a small school due to the limited number of class offerings afforded by the master schedule.
- We have included English and Science classes taught by Berkeley City College professors to increase the number of challenging, relevant, and coherent classes that can be offered to our students. This has helped free up some of the teachers' schedules so that they can teach a wider variety of classes. Also, the addition of online AP courses allows students to take multiple classes that we would not otherwise be able to offer because of our small size.

Master Schedule

- Spanish native speakers receive a more rigorous sub-curriculum within regular Spanish classes.

**Articulation and Follow-Up Studies**

- We do not have any formal articulation process; however there is a yearly visit of students from Anna Yates Elementary School.
- At present, we do not conduct follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Textbooks; sub-curriculum

**Strengths**

- High percentage of Junior/Seniors in AP/College level classes
- Biology and Math use benchmarks and analyze data in Data Director.
- SPED has a bank of goals aligned to the standards to ensure that we do not “water down” the curriculum.
- All course curriculums are standards-aligned.

**Areas for Growth**

- Implement post-graduate surveys
- Essay preparation and critical reading
- Science sequence – sequencing content through the grade levels
- Writing across the curriculum – students should be writing in every class.
- More professional development on how to make our standards-aligned curriculum more relevant to students, rather than relying on just the textbook.
- Creating meaningful collaboration time to support cross-curricular projects and inter-curricular planning.

See Special Needs and Other Programs, Ch. 1

**B2. Curriculum Criterion**

*Do all students have equal access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?*

Findings	Supporting Evidence
<ul style="list-style-type: none"> <li>All students have access to a counselor who reviews transcripts and post-secondary preparations with students and provides college counseling through Leadership and GEAR UP classes. As we develop this program, there has been more focus on the senior class and monthly visits to the 11<sup>th</sup> grade classes. 7<sup>th</sup>-9<sup>th</sup> grade classes reflect college awareness.</li> </ul>	College counseling curriculum
<ul style="list-style-type: none"> <li>The Emery Young Entrepreneur (EYE) program links students with summer jobs and internships in Emeryville that are relevant to their interests.</li> </ul>	
<ul style="list-style-type: none"> <li>Students have academic enrichment opportunities outside of regular classes.</li> <li>Juniors and seniors have access to AP classes.</li> </ul>	S.T.E.M. (Science, Technology, Engineering and Math); Ebays (Science program); TSA course offerings list
<ul style="list-style-type: none"> <li>Through the Gear-Up Program, students are provided time to create academic goals, receive tutoring, and begin college and career planning. The Gear-Up program, currently in its third year of a 6-year program, services the classes of 2014, 2015, and 2016 (7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup> grade cohorts). In the next three years, every grade 7-12 will be a Gear-Up cohort.</li> </ul>	
<ul style="list-style-type: none"> <li>The BUILD program is an entrepreneurship class and after school program in which students develop their own business plans with the support of a mentor from the business community. The BUILD program is offered as a class for freshman, but students may choose to continue with the program outside of school. Students that continue with the program are provided college counseling and take college tours around California.</li> </ul>	
<ul style="list-style-type: none"> <li>The SPED department provides IEP's for students with special needs and meets regularly to support these students.</li> </ul>	
<ul style="list-style-type: none"> <li>The American School Counselor Association National Model is part of the Guidance Curriculum.</li> </ul>	Guidance Department Handbook

### Student-Parent-Staff Collaboration

- The F.A.M program targets students with a GPA below 2.0 and/or more than one failing class. Staff members choose a few students to mentor by meeting weekly and developing an individualized plan to support student achievement. This program began in the 2010-2011 school year; thus, we are still evaluating its long-term effectiveness. F.A.M program folders
- From 2008-2010 we had a program called Operation Student Success (OSI) which used data to target the highest needs boys in the school and provide them with weekly mentoring and goal setting. This has been replaced by the F.A.M program, which provides mentorship to a greater range of students regardless of gender.
- Monthly Student Success Team (SST) meetings help ensure learning success for students by collaborating with teachers, counselors, family members, and the student. The team writes a learning/strategy plan, which must be approved by a parent or guardian prior to implementation. SST Family Handbook

### **Post High School Transitions**

Many informal conversations and connections continue with returning alumni to work with teachers and gain their support.

### **Strengths**

- Mentoring programs such as F.A.M, OSI, BUILD, GEAR-UP, and EYE.
- East Bay Green Corridor activities with the science department
- Structured support for SPED students
- Students are engaged in more conversations around personal growth opportunities.
- College classes challenge students
- Push in/ pull out support in math
- CAHSEE support both after school and during summer
- SAT prep 2008-2009, 2009-2010, 2010-2011

### **Areas for Growth**

- We do not have individualized learning plans for all students.
- Scheduling constraints make it hard for students to always be able to take the classes they want.
- There is only one guidance counselor who serves multiple roles at the school as the academic counselor and scheduling coordinator, the college counselor, testing coordinator, and member of the Wellness team. A distribution of these responsibilities may better serve the school and students.
- Although we offer AP classes, we do not have a preparatory intermediary level, such as honors options or honors classes, between AP and regular classes.
- Staff size has decreased and class size has increased which makes it hard to support all students, especially high needs students.

**B3. Curriculum Criterion**

*To what extent are students able to meet all the requirements of graduation upon completion of the high school program?*

Findings	Supporting Evidence
<b>Real World Applications - Curriculum</b>	
<ul style="list-style-type: none"> <li>• Most students are able to meet all the requirements of graduation upon completion of the high school program.</li> </ul>	Table 10a, 10c, Ch. 1
<ul style="list-style-type: none"> <li>• The science classes do a variety of service learning field trips to help clean up the coastline and collect data for their classes.</li> </ul>	Lesson Plans for Science, Math, Economics, and English classes
<ul style="list-style-type: none"> <li>• Statistics class create relevant questionnaires and analyzes data findings based on their research</li> </ul>	TSA offers research skills workshop
<ul style="list-style-type: none"> <li>• The science classes incorporate real life issues related to energy consumption and pollutions</li> </ul>	
<ul style="list-style-type: none"> <li>• The statistics and physical science class are doing a joint project on energy use NFTE curriculum for 12<sup>th</sup> grade Economics has students develop a business plan similar to the Build program.</li> </ul>	

- The English department places a heavy emphasis on expository reading and writing, which focuses on current issues and student voice.

**Meeting Graduation Requirements**

- As a small school, our limited master schedule was challenging for students to make up failed classes. Therefore, in 2009-2010 we introduced online classes for students to make up credits which were expanded this year to include a variety of AP courses.
- In 2010-2011 we introduced a 7 period schedule. This will allow students the flexibility to make up more classes and still graduate on time.
- CAHSEE support is provided for students in both math and English. The math department has one teacher that pushes in and pulls out students with identified needs and supports students in class as well. During the 2008-2009, 2009-2010 and 2010-2011 school years a teacher has led an after school program for Juniors and Seniors that have not passed the CAHSEE.
- The 10<sup>th</sup> grade English teacher ran a summer support program in 2010 for 10<sup>th</sup> graders who did not pass the English portion of the CAHSEE.

Master Schedule

'08-'09 and '09-'10, students had access to online courses during TSA to make up for failed coursework.

Master Schedule

Attendance Roster (included in the TSA data)

Summer School Roster  
CAHSEE prep offered 2-3 times per year during TSA '08-'09, '09-'10, '10-'11.

**Strengths**

- Online courses offer the ability to re-take classes but with limited support and without considering student literacy skills.
- In the past, we've had a smaller "window" of possibility to fail one course and still graduate on time, 7 periods may offer a larger window of opportunity
- Push-in/ pull-out support in math helps support students to pass their classes and CAHSEE
- In 2009-2010 99% of all students graduated.
- TSA offers a variety of academic extracurricular programs:
  - Book club to ALL interested students to help build interest in reading for pleasure.
  - After school homework help with tutors
  - Sex/Health education

TSA course offerings list

- CAHSEE and SAT test prep
- Credit recovery for students who previously failed coursework
- Math tutoring
- Performing arts credit '08-'09, '09-'10 by offering dance, band, taiko, capoeira, etc.
- Students received A-G credit if they completed the curriculum for AB History
- Science tutoring
- Writing workshop '08-'09
- History study group '08-'09
- Research skills workshop
- BALF: academic tutoring, college planning, scholarship, service learning

### **Areas for growth**

- Not all students take advantage of the academic opportunities available TSA attendance
- We currently do not have a full-time ELD program to support students lack language learning skills.
- Class sizes have increased from an average of 22 to 29 students. Increased class sizes poses challenges to meeting needs of all students.
- We need to make transparent an entrance plan for students that come in mid-semester.
- Students pass on to the next level of some courses (such as English) when they failed the previous year.
- We do not have remedial/intervention courses in all subjects to support student needs so that they can get passing grades.
- Often takes a long time to get students tested for special needs.
- With the new schedule of adding a 7<sup>th</sup> period class to the bell schedule, the shortened class time many feel rushed. An alternative schedule may support student needs more efficiently.
- No continuation school or special day classes available in-district for students with mental health or behavior challenges.
- The independent study program lacks a clear process.

## **WASC Category B. Standards-based Student Learning: Curriculum: Strengths and Growth Needs**

**Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.**

### **Category B: Standards-based-Student Learning: Curriculum: Areas of Strength**

1. Teachers participate in a variety of partnerships to support and deepen curriculum development.
2. We have a variety of mentoring programs such as F.A.M., OSI, BUILD, GEAR UP, and EYE to support student learning.
3. TSA offers a variety of academic extracurricular programs.
4. The science and math departments use benchmarks and analyze data in Data Director.

### **Category B: Standards-based-Student Learning: Curriculum: Areas of Growth**

1. We need more professional development on how to make our standards-aligned curriculum more relevant to students, rather than relying on the textbook.
2. We need to have a writing component across the curriculum—students should be writing in every class.
3. We do not have individualized learning plans for all students.
4. We need to re-institute a full-time ELD program.
5. We do not have remedial/intervention courses in all subjects to support student needs.
6. We do not have continuation school or special day classes in-district available for students.

## **Category C: Standards-based Student Learning: Instruction**

### **C1. Instruction Criterion**

*To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?*

Findings	Supporting Evidence
<ul style="list-style-type: none"> <li>• Emery Secondary School prides itself on its involvement of students in the learning process. Students are involved in challenging learning experiences as well as California content standards-based instruction. ESS teachers provide creative and differentiated methods of instruction based upon solid research practices. In most classrooms, exercises are formulated and implemented to align with ESS ESLRs and Board policy. Students are directed through participation in these tasks to gain the skills necessary to be global members of society prepared for post secondary education.</li> <li>• Social Studies and ELA assignments provide students with an opportunity to collaborate on problem solving as they engage in group projects. In addition, students make use of their skills when asked to analyze primary sources and formulate a research paper.</li> <li>• ELA students are taught through the Pebble Creek method of instruction to become better writers and readers. ELA teachers apply these methods on a daily basis. In addition, ELA teachers make use of literature circles and challenge assignments to differentiate</li> <li>• Social Studies, ELA, Visual and Performing Arts, and Science frequently make use of Socratic seminars as a method for students to experience critical thinking and respond to real world situations.</li> <li>• Leadership and GEAR UP classes provide students with the opportunity to become better public speakers as speech and debate techniques are taught. Students experience regular feedback on their efforts through participation in the Bay Area Urban Speech and Debate League.</li> <li>• Visual and Performing Arts students create and display a self-portrait. They are required to present and explain their work to another individual as a means to develop their public speaking skills. In addition, students are asked to self reflect on their work and critically analyze their efforts as a means of self-improvement.</li> <li>• Beginning and Jazz Band students perform several concerts per year as they come to appreciate the skills related to learning a musical instrument.</li> </ul>	<ol style="list-style-type: none"> <li>1. Curriculum maps</li> <li>2. Teacher lesson plans</li> <li>3. Course syllabi</li> <li>4. Student Surveys</li> <li>5. Parent Surveys</li> <li>6. Peer observations</li> <li>7. Student work samples</li> <li>8. Graduation requirements</li> </ol>

- Students in General Science, Biology, Chemistry, Physics, AP Biology and Environmental Science participate in regular laboratory exercises that teach cooperation, collaboration and group interaction skills.
- Physical Education students are taught the basics of various team sports as they participate in organized physical activities. Students are also instructed in life long skills of healthy living through the required Health units in Physical Education classes. Students also learn self-determination skills through regular fitness testing.
- Students in Learning Center and Resource classes learn organization skills, time management skills and other necessary techniques for success in post secondary education.
- Algebra, Statistics, Pre Calculus and various other math classes participate in group projects, fishbowl learning, math hospital strategies and student lead solutions.
- We have teachers who are trained in SDAIE methods to assist ELD students in furthering their knowledge of ELA.
- Through our partnership with UCCP, students have an opportunity to participate in AP US History, AP Environmental Science, AP Government and various other online courses. Students learn self-direction and motivation through these courses monitored by a certificated classroom teacher.

### **Areas of Strength**

1. ESS offers a wide variety of learning experiences to all students.
2. Teachers employ many research-based methods of instruction to serve the ESS diverse student population.
3. Students are actively involved in attaining the skills necessary to be successful with their post secondary plans.

### **Areas of Growth**

1. ESS could investigate additional methods of instruction to address the needs of the ELD

population.

2. ESS teachers should continue to be consistent with the posting of essential questions, agendas, homework, and planner updates so students would know the expected levels of performance for each area of study.
3. ESS teachers should continue to develop course syllabi and curriculum maps that address standards based instruction.
4. More time should be allotted to evaluate assessments to drive instruction.

**Student Understanding of Performance Levels**

- Essential questions posted at the beginning of most classes that reflect the standards to be evaluated. Lesson plans
- Many teachers provided course syllabi that enumerate the standards to be covered in courses.

**Differentiation of Instruction**

- ELA use of literature circles to assign appropriate levels of text. 1. Literary Circles
- ELA challenge assignments 2. Challenge Assignments
- ELA make use of reading assignments appropriate to student reading level. 3. Biology class: Students sometimes take different quizzes according to level of achievement
- ELA use of reading comprehension strategies and modified assignments. Student choice for form of assessment to show mastery
- Math makes use of different approaches to accomplishment of standards Modified curriculum for Biology SPED (push in one period and pull out for one students w/alternate book)

**Additional Findings:**

- Need to address ELD population
- Need to address standards based instruction students knowing expected level of performance.
- Need to address improvement in CST scores.

Rubrics

**C2. Instruction Criterion**

*To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students,*

*emphasize higher order thinking skills, and help them succeed at high levels?*

Findings	Supporting Evidence
<p><b>Current Knowledge</b></p> <p>Teachers at Emery Secondary School employ a wide variety strategies and use different resources to actively engage students in the learning process.</p> <ul style="list-style-type: none"> <li>• Ninth grade students may enroll in an elective course, Build. This course has as its objective the application of real world life experiences. Students are engaged in the creation of practical products and participate in competition to display their knowledge of modern day business practices.</li> <li>• Use of cooperative learning in the classroom can be witnessed in many disciplines at Emery Secondary School. Students are engaged in a variety of group activities from regular cooperative lab projects in Biology classes to group peer instruction in Math classes.</li> <li>• Twelfth grade students in Economics classes complete a senior project that teaches practical real world lessons in managing individual finances.</li> <li>• The American government class project presents students with the opportunity to work together in the discovery of the United States Government system.</li> <li>• The Art class Portfolio Project teaches students the use of organizational, analytical and life skills.</li> <li>• Science and Spanish classes make constant use of oral presentations.</li> <li>• The Leadership and GEAR UP classes make use of different learning tools to assist students in the acquisition of life skills.</li> <li>• Students in the Leadership class are introduced to various techniques needed to engage in public speaking.</li> <li>• Physical Education classes teach a wide variety of team sports. Students learn the fine points of team sports but more importantly they learn the</li> </ul>	<p><b>ELA:</b></p> <ul style="list-style-type: none"> <li>• Participation in the Yale National Initiative to support content knowledge and curriculum developments. (2 teachers attended.)</li> <li>• Pebble Creek and ERWC Curriculums</li> <li>• Write Institute strategies</li> </ul> <p><b>Biology/AP Biology:</b></p> <ul style="list-style-type: none"> <li>• Bacterial transformation</li> <li>• Partnership w/SBEI</li> <li>• Biofuel enzyme lab</li> <li>• Restriction enzyme lab</li> <li>• Environmental Science:</li> <li>• Environmental Justice</li> <li>• West Oakland air quality</li> <li>• Bay restoration work</li> <li>• Energy audits</li> <li>• Green Career Fair</li> <li>• Teacher work over summer in UC Berkeley labs through IISME</li> </ul>

need to collaborate to accomplish a common goal.

- Wellness curriculum and healthy life styles are taught in Physical Education classes.
- Expressive Arts and Digital media classes make use of Photoshop. Students design and produce a multi dimensional project making use of various publishing techniques.
- Pebble Creek writing strategies are taught in all ELA classes.
- Students in Geometry classes create 3D models of various geometric patterns.
- Several online courses are available to students desiring to take Advance Placement courses. In addition, technology is used for several classes where students are in need of credit recovery.
- All math classrooms are equipped with Smart Boards. Teachers make use of this technology on a daily basis in the instruction of students.
- Special Education teachers use many different techniques to address the needs of each student.

**Examination of Student Work**

- The twice yearly Exhibition Project allows students to demonstrate knowledge they have acquired and also makes use of oral presentation skills.

**Real World Experiences**

- Emery has partnered with community organizations to offer internships to students.

**Additional Findings**

- Emery does a good job of providing students with opportunities to gain real world experiences.

See Ch. 1, Section 4  
 “Partnerships and support organizations”

Summer internship presentation

## WASC Category C. Standards-based Student Learning: Instruction: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

### Category C. Standards-based Student Learning: Instruction: Areas of Strength

1. Teachers employ many research-based methods of instruction to serve the diverse student population.
2. We offer diverse learning experiences to students through different skills-building classes such as Leadership, GEAR UP, and BUILD.
3. Our teachers use a wide variety of strategies, including student exhibitions, to actively engage students.

### Category C. Standards-based Student Learning: Instruction: Areas of Growth

1. Teachers need more training in differentiated instruction.
2. There needs to be consistency among teachers with following through with agreed-upon methods of posting essential questions, agendas, homework, and planner updates.
3. We need time allotted to evaluate assessments to drive instruction.
4. We can investigate additional methods of instruction to address the needs of ELD students.

## Category D: Standards-based Student Learning: Assessment and Accountability

### D1 & D2. Assessment and Accountability Criterion

*To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community? D2a. To what extent do teachers employ a variety of assessment strategies to evaluate student learning? D2b. To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?*

#### Findings

#### Supporting Evidence

- A focus group was formed to discuss and analyze school-wide data to answer the question about assessment and accountability at ESS. The focus group consisted of members from different backgrounds and experience at the school to ensure a broad spectrum of

knowledge.

- We found that the school uses an extensive amount of professionally acceptable assessment processes to collect data. Data is collected on many levels, from the classroom to the district.

Data Director  
7-12 SRI reading levels  
CELDT, CST, AP Scores, PSAT, QRI, CASHEE, District Benchmarks, SARC, and teacher designed formative and summative assessments.  
Meeting agendas
- The data collected is analyzed on many levels according to its use. Teachers analyze CST results, benchmarks, and personal assessments. Administration analyzes CST, CASHEE, PSAT, and benchmarks.

Progress reports; report cards
- Progress reports and report cards are sent out 8 times a school year, along with letters reporting CST and CAHSEE scores to parents. The API score is posted on the state website as well as Emery Unified’s site.

Emery Handbook
- Students’ grades are based on A-G classes and the California Standards for each class.

Observation notes  
Lesson plans
- The teachers at ESS use a wide variety of assessment strategies to evaluate student learning. All teachers are using Do Now or warm-ups, discussions, presentations, and some form of check for understanding (thumbs up or down, show of hands, 1 through 5, mini white boards, or cold calling.) Other forms of assessment used by teachers include exit slips/quiz, lab write ups, research papers, test and quizzes, blogging, student demonstrations, jigsaw, reflections, critiques, collaborative assessments, rubric-guided projects, oral response, exhibitions, portfolios, peer to peer support, group test, posters, and homework.
- A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the expected school wide learning results.
- The school periodically uses benchmarks which are aligned to the standards. The school has CELDT scores for students whose primary language is not English, but the information is not often used to modify curriculum.

Home group collaboration notes  
Data Director
- Students are given a chance to provide feedback through different mediums. They have done whole

class written reflections, unit surveys (pre- and post), survey of study skills, and whole class discussions on the learning environment of the class. Many projects incorporate a reflection piece. Students give feedback during a check for understanding where students let the teacher know if they understand the current topic.

- Teachers use their assessments to inform their teaching and curriculum development. ESS has had professional development training on using assessment data. After assessment, teachers use a variety of tools, such as re-teaching, corrections, review, and reinforcement activities. The math department uses regular assessments to help inform instruction and change the curricular map in order to re-teach when necessary. The English department has used SRI data to inform grouping. Students performing poorly are given extra support.
- The school counselors monitor students' progress of meeting their a-g requirements. ESS also has the FAM program to further monitor students who are struggling.

**Areas of strength:**

- ESS uses multiple methods of assessments for a variety of purposes.
- Standard-based curriculum assessments in English language arts, mathematics, and Visual Arts embedded in the curriculum, including examination of the performance of students whose primary language is not English.
- Assessment results are used as the basis for re-evaluation of the curricular objectives and instructional approaches.
- Assessment results are used to improve instruction for students: technology improvements, support classes, support programs, and differentiated instruction.
- Students' progress toward meeting the academic standards and the expected school wide learning results is monitored using student portfolios, benchmark tests, pre/post tests, and periodic performance tests.

Lesson plans  
Student written reflections for essay assignments

Graduation status list and notes  
GPA list  
FAM program folder

Home group reports

Biology: proficiency quiz charts

**Areas of growth:**

- More discussion about how growth is determined and how that information is used.
- Having clarity and consistency of the basis upon which students’ grades and performance levels are determined.
- Showing through student work the degree to which assessment allows students to apply knowledge and skills to complete real-life performance-based tasks. Very few of the assessments actually apply to real-life based tasks.
- Teachers need time to discuss and analyze data as teachers, support staff, etc.
- Looking at student work protocol in order to have a shared understanding of student growth.

**D3 and D4. Assessment and Accountability Criterion**

*D3. To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?*

*D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources?*

Findings	Supporting Evidence
<ul style="list-style-type: none"> <li>• Staff, students and parents are involved in the assessment and monitoring process of student progress.</li> </ul>	<p>Report cards, progress reports</p> <p>Some teachers use online grade books, which parents can access.</p> <p>Weekly student planner checks; CST; mentor program</p>
<ul style="list-style-type: none"> <li>• Parents are informed of student progress through progress reports and report cards sent out 8 times a year. The board and district are informed via presentations by principal and superintendent.</li> </ul>	<p>Progress reports</p>

- Information is being relayed to the superintendent by way of staff meetings.
- The school uses assessment results in a variety of ways to make changes to the school program: Due to several students with GPAs below 2.0 the FAM program was implemented; teachers have integrated syllabication, improving fluency into curriculum due to low SRI scores; we observed students to be technologically illiterate, so the district increased allocation to the technology equipment and expanded technology access and instruction, including the integrated use of web 2.0 technology; meetings focused on analyzing scores due to low CST scores; athletes have been required to turn in weekly progress reports due to low academic achievement.
  - FAM, Smart boards, laptop cart
  - Agendas
  - Progress reports
  - Summer programs like ELA CAHSEE prep
  - Math intervention
- As a result of the school’s continued low math and science CST scores and information gleaned from classroom observations, we have provided ongoing algebra and geometry interventions, math workshops, Impact 2012, STEM summer enrichment program and after school support. Since some of our students were failing to matriculate through college, we have added more AP programs to better prepare them for the rigor. We have also added EYE (Emery Young Entrepreneur) summer internships to help prepare students for life after secondary school.
  - Algebra and geometry interventions, math workshops, Impact 2012, efforts of TSA
  - STEM
  - AP programs
  - EYE

**Areas of Strength**

- Student progress toward achieving the academic standards and ESLR is reported to the community.
  - Allocation of resources is influenced by school wide assessment results: technology, support, and after school programs.
- School Accountability Report Card (SARC)

**Areas of growth**

- The extent to which district and board are involved in the review process.
- The extent to which school staff is involved in the review process.
- The extent to which students and parents are involved in the ongoing review process about student performance.
- The extent to which resources are allocated based on assessments.

- Transparency of the process through which programmatic decisions are made and direct connection to evaluation of data beforehand.
- Having a formal process for regularly evaluating student achievement and applying resource usage.

### **WASC Category D. Standards-based Student Learning: Assessment and Accountability: Strengths and Growth Needs**

**Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.**

#### **Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Strength**

1. We use multiple methods of assessment for the purpose of improving instruction for students through technology improvements, support classes and programs, and differentiated instruction.
2. Assessment results are used to re-evaluate curricular objectives and instructional approaches.
3. Student progress toward achieving the academic standards and ELSRs is reported to the community through our annual performance reviews.

#### **Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Growth**

1. Having clarity and consistency of the basis upon which students' grades and performance levels are determined.
2. Teachers need time to discuss and analyze data with whole staff, students, and parents.
3. Having a formal process for regularly evaluating student achievement and applying resource usage.

## Category E: School Culture and Support for Student Personal and Academic Growth

### E1. School Culture and Student Support Criterion

*To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?*

Findings	Supporting Evidence
<ul style="list-style-type: none"> <li>The school leadership employs various strategies to encourage parental and community involvement; however, parents are extremely busy and sometimes unable to give up extra time for meetings. In addition, approximately 40% of our students are on inter-district transfers, which poses a challenge to parental involvement in the teaching and learning process.</li> </ul>	<p>Anna Yates Dads Club PTO Workshops 2008-2009 school year, newsletters to parents Special education community advisory committee (Parent input for special education program and planning)</p>
<ul style="list-style-type: none"> <li>Some strategies include holding potlucks that the PTO hosts with the elementary school. To encourage parents to attend meetings, the PTO also conducted a variety of workshops as an incentive.</li> </ul>	<p>Challenge Day SSTs City/Schools Committee Agendas</p>
<ul style="list-style-type: none"> <li>Emery has established partnerships with local organizations through the City/Schools Committee. This committee meets monthly.</li> </ul>	<p>Measure J Celebration Showcase nights</p>
<ul style="list-style-type: none"> <li>Students have had internships with local businesses and the school has partnerships to improve the school. Some of the partnerships have been with large corporations in within local area such as Pixar and PG&amp;E.</li> </ul>	<p>Back to School Night Collaborations with local artists and colleges including 45<sup>th</sup> Street Coop and California College of the Arts</p>
<ul style="list-style-type: none"> <li>The school has hosted nurse interns from a local nursing school (Samuel Merritt College). These nurses worked with students throughout the year providing information on overall health and wellness, and immunization for students.</li> </ul>	<p>Health coordinated services framework from Juliette Dunn M.O.U. with Samuel Merritt College Internships: Rising Sun Energy (summer; internships; jobs);</p>
<ul style="list-style-type: none"> <li>The National Holistic Institute provides training and massage therapy classes to students.</li> </ul>	<p>City of Berkeley (career development); GEAR UP (speakers)</p>
<ul style="list-style-type: none"> <li>Emeryville Youth Employment provides summer jobs for Emery youth.</li> </ul>	<p>National Holistic Institute (2008-2009) Emeryville Youth</p>
<ul style="list-style-type: none"> <li>In order to notify parents of student achievement,</li> </ul>	

progress reports are mailed out every 5 weeks.

- The school uses an autodialer to notify parents of their child's tardies and absences. Calls are made to the parents after school.
- Twice yearly the school hosts a school exhibition. During this event, parents are invited to the school to view examples of student achievement.
- During the 2008-2009 school year, teacher lesson plans were posted on the school web site which enabled parents to stay up-to-date on homework assignments for their students.
- The college counselor hosts college workshops for parents to receive information about colleges and financial aid.
- The school hosts an academic rally once a year. The academic rally acknowledges students achievements and encourages continued academic achievement. In addition to academic achievement, many students receive certificates for perfect attendance and citizenship.
- The school culture is very important to addressing the critical academic needs. Our critical academic needs affect the areas of math and English and are especially crucial to our major subgroup (African American students).
- The school does not have remedial courses in spite of the fact that a large percentage of our students score below basic or far below basic on the California Standards Test.
- The school does not offer a course in study skills. The school has an after school program that gives students the opportunity to work with tutors and small groups.

Employment

School web site

College counselor presentations

PTO meetings

Annual academic rallies

Progress reports, exhibition, lesson plans posted online

Target Success Academy program

## **E2. School Culture and Student Support Criterion**

*a) To what extent is the school a safe, clean, and orderly place that nurtures learning? b) To*

*what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?*

Findings	Supporting Evidence
<ul style="list-style-type: none"> <li>Overall, the school is a safe, clean and orderly place that nurtures learning. The school has many parent and community volunteers who assist in the classroom and in maintaining order in the school. The school has one parent who volunteers at the school 5 days a week to assist security with disciplinary incidents and also serves as a mentor for many of the students.</li> </ul>	<p>Lack of graffiti in public spaces</p> <p>Presence of adults in the public areas</p> <p>Lack of students in hallways during class time compared with earlier years</p>
<ul style="list-style-type: none"> <li>For safety reasons all visitors are directed to the main office when they arrive on campus. The dean leads code blue drills throughout the school year to practice safety procedures. In addition, new locks were installed in all of the classrooms, so that teachers would not need to go outside of the classroom to lock doors in an emergency. The ETA contract gives teachers a duty-free lunch, which means they are not obligated to monitor students during lunch.</li> </ul>	<p>Schedule of drills</p> <p>Staff coverage during lunch periods</p> <p>Peer mediation team information</p>
<ul style="list-style-type: none"> <li>In addition to the security staff on site, staff monitor the halls and maintain order in the school. To resolve fights, there is a conflict mediation team consisting of students and managed by the school dean.</li> </ul>	
<ul style="list-style-type: none"> <li>Custodial staff is present during the school day to assist with custodial issues.</li> </ul>	<p>Observations</p>
<ul style="list-style-type: none"> <li>We are moving in the direction of having high expectations for all students and trust for all students. Most teachers have high expectations for students and treat students professionally.</li> </ul>	
<ul style="list-style-type: none"> <li>Many teachers offer additional support after school and during lunch for their students</li> </ul>	
<ul style="list-style-type: none"> <li>We have found that overall there is an atmosphere of trust and respect in the school. However, the school does have some issues among staff members, and the staff does not always work as a united team.</li> </ul>	
<ul style="list-style-type: none"> <li>Some off-campus groups have found it difficult to gain</li> </ul>	

access to areas such as the gym or classrooms for meetings because not everyone has keys. Keys are checked out to staff at the beginning of the school year.

**E3 and E4. School Culture and Student Support Criterion**

*E3. To what extent so all students receive appropriate support along with an individualized learning plan to help ensure academic success?*

*E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?*

Findings	Supporting Evidence
<ul style="list-style-type: none"> <li>All students do not have an individualized learning plan. Since we are a small school, many students receive individualized attention from teachers and staff. We have programs in place to provide students with somewhat individualized programs.</li> </ul>	<p>FAM program targets students who have fallen below a 2.0 GPA. These students have mentors who they check in with weekly and complete weekly progress reports.</p>
<ul style="list-style-type: none"> <li>Weekly progress report are used for student athletes and students who are below a 2.0. Emery has offered Advance Placement classes on and off since 2005 school year.</li> </ul>	<p>AP class offerings (2008-2009; 2009-2010; 2010-2011)</p>
<ul style="list-style-type: none"> <li>Emery offers students the opportunity to make up credits they are deficient in through online courses offered through BYU online, ESS Online Academy, and Berkeley City College.</li> </ul>	
<ul style="list-style-type: none"> <li>English language learners receive appropriate support through ELD classes (offered 2008-2009 and 2009-2010). 2010-2011 school year English language learners receive support through Learning Center class and in class support from their general education teachers.</li> </ul>	<p>Notes from staff meeting to measure ESLRs Student internship participation</p>
<ul style="list-style-type: none"> <li>The school does have direct connections between academic standards and the expected school wide learning results. The school developed the expected school wide learning results by examining the academic standards with respect to our students and their educational needs.</li> </ul>	<p>College acceptances Student scholarships TSA and BUILD attendance Description of trips (Brazil, Costa Rica, Washington DC)</p>
<ul style="list-style-type: none"> <li>At Emery Secondary School we expect our students to be:             <ol style="list-style-type: none"> <li>Academically Competent Individuals who are prepared for post-secondary education and have the necessary life skills to be independent and</li> </ol> </li> </ul>	<p>Coastal Cleanup Fundraising for communities in need Green Team</p>

- resourceful. Our students will be able to analyze and evaluate information, think critically, and apply their skills and knowledge.
- b. Involved Members of Society who are globally aware and actively participate in their various communities in order to advocate for them and create positive change.
  - c. Effective Communicators who can work collaboratively with diverse groups, are multi-media literate, and can write and speak articulately.
- i. Emery has a wide variety of support services in place that are designed to promote success.
  - i. Students are informed of support services through morning announcements, flyers in classrooms, information mailed home to parents.
- BUILD description and flyer  
Immigrant project  
Social studies projects; DVDs and videos produced in projects  
FAM program  
Student athletes submit weekly progress reports to the office to keep coaches and other staff informed of their academic progress.  
Progress reports mailed to parents  
Credit Recovery Program  
Online BYU, ESS Online Academy, and BCC  
AP class offerings  
College counseling application process workshop notes  
Personal statements  
Scheduled appointments with counselor to map out plans for college

## **WASC Category E. School Culture and Support for Student Personal and Academic Growth: Strengths and Growth Needs**

**Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.**

### **Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Strength**

1. We have established partnerships with local organizations, businesses, and schools that provide students with internships and jobs.
2. We have a wide variety of support services in place that are designed to promote student success.
3. The school is a safe, clean, and orderly place.

4. Overall there is an atmosphere of trust and respect in the school.

**Category E. School Culture and Support for Student Personal and Academic Growth:  
Areas of Growth**

1. Going to the source of the problem to resolve conflicts among staff is not an explicit aspect of the school's culture.
2. All teachers must be held accountable to holding high expectations for all students and treating students with respect.
3. Although being a small school provides students with individualized attention from teachers and staff, students do not have individualized learning plans.

**Prioritized Areas of Growth Needs from  
Categories A through E**

1. Although we have had several professional development workshops, we need to structure our overall professional development program with more specific objectives and goals in mind.
2. We need to have a writing component across the curriculum—students should be writing in every class.
3. Having clarity and consistency of the basis upon which students' grades and performance levels are determined.
4. Although being a small school provides students with individualized attention from teachers and staff, students do not have individualized learning plans.
5. We do not have remedial/intervention courses in all subjects to support student needs.
6. Having a formal process for regularly evaluating student achievement and applying resource usage.



## Chapter V: Schoolwide Action Plan

School-wide Action Plan Goal #1: To address the needs of underachieving students and students who are not at grade level
Rationale: Based on state Academic Performance Index over 5 years, Emery has not met its schoolwide targets in 4 of the 5 years. Emery has not met its schoolwide targets for its significant subgroups over the 5 year period
ESLRs:  Academically Competent Individuals who are prepared for post-secondary education and have the necessary life skills to be independent and resourceful. Our students will be able to analyze and evaluate information, think critically, and apply their skills and knowledge.
Growth Targets: By 2013, Emery will meet schoolwide targets for the school and significant subgroups.

Tasks	Responsible Person(s) Involved	Professional Development/ Resources	Means To Assess Improvement	Timeline	Reporting
Devote more resources to developing healthy self-esteem in students	Wellness with staff involvement	Enough resources (staff, etc.) to serve the majority of students rather than the minority	The overall culture of the school will improve (e.g. reduction in behavioral issues)	Fall 2011- increase in Wellness resources	Student survey  Parent survey
Implement Response to Intervention (RTI) program	General Education staff with assistance from Special Education staff	RTI training for full staff  RTI resources for staff to use	After monitoring progress, there are improvements in student grades	Summer 2011 - training for full staff  Fall 2011 - implementation of RTI resources in classrooms	CST scores for 2012-2013 school year
Use August Retreat for Backwards Planning, Benchmark  (and/or other formative assessments) Alignment and Implementation	Admin and ILT guiding the process for general staff	PD of backwards planning and Data Director during retreat	Benchmark and Progress Reports	Fall of 2011	

Establishing Learning Partnerships with BB and FBB students (and parents if feasible) through counseling and transparency of what this means for them. Help them to establish and identify milestones to help them reach proficiency.	All persons on staff.	Train staff on process and procedure of counseling sessions	Progress Reports; Benchmark Scores	Fall 2011	Staff meetings and Dept. Meetings.
Establish a plan for parent-student-teacher conferences with the goal of setting up an Individualized Learning Plan (ILP)	Admin & All Staff	Looking at the conference/ILP plans of other small schools (Light House, Berkeley High's AHA, Envision) to develop our own model	After monitoring progress, there what are the improvements in student academic performance	Fall 2011	CST scores for 2012-2013 school year, student progress reports
Establishing a teaching schedule that takes into consideration common prep time for teachers to meet regarding students they have in common to discuss student	Administration along with staff members	Look at the schedules of schools that are similar to our size (Light House, Berkeley High's AHA, Envision) as a model to work from	Are teachers meeting regularly to discuss student progress & best teaching strategies to meet those students	Spring - Summer 2011	

progress & best teaching strategies to meet those students					
Implement an intervention program for students who are two or more years below grade level in math and ELA	Admin. ILT Intervention Teachers	Intervention PD that focus on effective instructional delivery practices	Benchmark Formative Summative Assessments Progress Reports	Planning - Spring 2011  Implementation Fall 2011	6 week progress reports
Implement a school wide assessment plan and schedule, utilizing current data to inform instruction.	Admin. ILT Teachers	Providing embedded PD time for teachers to analyze data and modify instructional plans.	Assessment Reports	Planning Spring 2011  Implementation Fall 2011	6 week progress reports

School-wide Action Plan Goal #2: Develop a consistent assessment process for new students that includes both academic and emotional supports to establish an Individualized Learning Plan for each student.

Rationale: Current enrollment process does not include a comprehensive assessment.

ESLRs:

- Academically Competent Individuals who are prepared for post-secondary education and have the necessary life skills to be independent and resourceful. Our students will be able to analyze and evaluate information, think critically, and apply their skills and knowledge.
- Involved Members of Society who are globally aware and actively participate in their various communities in order to advocate for themselves and create positive change.
- Effective Communicators who can work collaboratively with diverse groups, are multi-media literate, and can write and speak articulately.

Growth Targets: 2011-2012 School year 25% of students will have an Individualized Learning Plan

Tasks	Responsible Person(s) Involved	Professional Development/ Resources	Means To Assess Improvement	Timeline	Reporting
Assess students using RTI/ Renaissance or other Customized Assessments	counselor; Gen Ed/ Special Education Teacher	Train staff on Administration and Interpretation of results	Student placement and Retention rates of new students	Fall 2011	Fall 2012
Develop a math placement process that focuses on students current skill level and allows access to the curriculum at a point they can handle.	Math department and counseling team.	Math placement exam.	Teacher feedback, student success rate.	Start of 2011-2012 school year.	
Develop an ELA placement process that focuses on the students current skill level to develop an appropriate ILP which will allow the student access to the curriculum.	ELA department Counseling Team	ELA placement exam.	Teacher feedback, student success rate.	Plan Spring 2011 Implement Fall 2012	To be included in the six week reporting schedule.
Develop and implement an ELD testing process to create an ILP	ELD Coordinator or designee	ELD placement exam.	Teacher feedback, student success rate.	Plan Spring 2011 Implement Fall	To be included in the six week reporting schedule.

for the student.				2012	

School-wide Action Plan Goal #3: All students will graduate from high school within 4 years and be prepared for post-secondary education.

Rationale: Contrary to the ESLRs, students are not prepared for post-secondary education

ESLRs:

- Academically Competent Individuals who are prepared for post-secondary education and have the necessary life skills to be independent and resourceful. Our students will be able to analyze and evaluate information, think critically, and apply their skills and knowledge.
- Involved Members of Society who are globally aware and actively participate in their various communities in order to advocate for themselves and create positive change.
- Effective Communicators who can work collaboratively with diverse groups, are multi-media literate, and can write and speak articulately.

Growth Targets: The graduating class of 2014 will be eligible to attend a four year college.

Tasks	Responsible Person(s) Involved	Professional Development/ Resources	Means To Assess Improvement	Timeline	Reporting
Explore partnerships that would increase options for Credit Recovery. (i.e Adult Schools, and Cyberhigh).	Admin and counseling team with support from ILT. (Berkeley High; Berkeley Adult School.)		Beginning and end of year transcript evaluation;	If feasible, move to implement by fall of 2011.	
Move forward with planning of exhibition and student led	ILT and eventually general staff; parents and community members	Training staff on the process of judging and the use of rubrics (Subject Specific)	Judges scoresheets on the quality of presentation; percentage of students	October 2011	

conferences that are required for completion of specified courses.			completing the process		
Develop and establish an independent study program to meet the needs of student who are not on track.	Admin with support of ILT.  Eventually, an assigned independent study director.	Curriculum and map of program.  Independent study director.	Number of students supported, transcripts of students.	Developed and in-place by summer 2011	
Establish a school-wide system for portfolio assessment that reflects a student's annual growth and connects to the student exhibitions	Administration and ILT take lead on this plan but whole staff will implement	Participating in the Envision/ACOE Art Demonstration School/Stanford School of Education Assessment project		Summer-2011-2012	
Move to a block schedule that allows students to take extra classes and recover credit.	Admin	Staff development on teaching in a block schedule.		PD during 2011-2012 year, block schedule at start of 2012 school year	

## **Appendix:**

- A. Results of student questionnaire/interviews**
- B. Results of parent/community questionnaire/interviews**
- C. Master schedule**
- D. School accountability report card**
- E. CBEDS school information form**
- F. Graduation requirements**
- G. Any pertinent additional data (or place in Visiting Committee work room)**
- H. Budgetary information, including budget pages from the school's action plan (i.e., the Single Plan for Student Achievement)**
- I. A list of standards-based local board adopted texts (with the year of publication) used in 9<sup>th</sup> and 10<sup>th</sup> grade English Language Arts, any reading intervention programs, texts leading up to Algebra, Algebra I, social studies, and science**