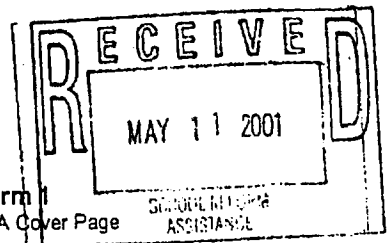


01 - 02 Pomona Unified
Emerson Middle





California Department of Education
Education Support and Networks Office

Form I
LEA Cover Page

**Immediate Intervention/Underperforming Schools Program
(II/USP)
DISTRICT APPLICATION FOR FUNDING
FOR ALL SCHOOLS**

Mail original Action School Reform Assistance Office
Plan and three Education Support and Networks Division
Copies to: California Department of Education
721 Capitol Mall, 3rd Floor
Sacramento, California 95814

**Postmarked no later
than Tuesday,
May 15, 2001**

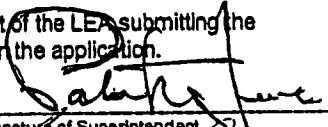
Part I: Application Information. Complete for LEAs submitting application for funding.

Name of Local Educational Agency (LEA): Pomona Unified School District		Total Grant Amount Requested for all schools: FY 2001-02 \$ 409,950 FY 2002-03 \$ 409,950	
12-Digit County/District Code: 64907-0000000		Dates of Project Duration: July 1, 2001 to June 30, 2003 Date of local governing board approval: May 8, 2001	
District Superintendent: Patrick D. Leier		District Contact Person: Emmett L. Terrell	
Address: 800 S. Garey Avenue		Address: 800 S. Garey Avenue	
City: Pomona	Zip: 91766	City: Pomona	Zip: 91766
Phone: 909-397-4700	Fax: 909-397-4881	Phone: 909-397-4700	E-mail:

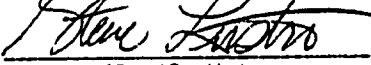
Part II: Signature (Signature must be original. Please use blue ink.)

The Superintendent and Governing Board President of the LEA submitting the application sign on behalf of all principals included in the application.

Patrick D. Leier 5/8/01
Printed or Typed Name of Superintendent Date


Signature of Superintendent

Steve Lustro 5/8/01
Printed or Typed Name of Board President Date


Signature of Board President

**Immediate Intervention/
Underperforming Schools Program (II/USP)**

**SCHOOL APPLICATION
For II/USP Funding**

Part I: Application Information (Complete for school submitting application for funding)

Name of Applicant School: Ralph Waldo Emerson Middle School		Total School Grant Amount Requested: FY 2001-2002 <u>\$203,350</u> FY 2002-2003 <u>\$203,350</u>	
14 Digit County/District/School Code: 19-64907-6058507		Dates of Project Duration: July 1, 2001 to June 30, 2003	
Principal: Patti Wilkiewicz		External Evaluator: Audrey Cohen College	
Address: 635 East Lincoln Avenue		Address: 75 Varick Street	
City: Pomona	Zip: 91767	City: New York, NY	Zip: 10013
Phone: 909-397-4516	Fax: 909-397-5280	Phone: 212-343-1234 ext. 3400	E-mail: janthj@aol.com

Part II: Signatures (Signatures must be original. Please use blue ink.)

The Principal and the External Evaluator submitting the application sign on behalf of all staff and parents/community members.

Patti Wilkiewicz
Printed or Typed Name of Principal Date Patti Wilkiewicz 4-19-01
Signature of Principal Date

Audrey Cohen College
Printed or Typed Name of External Evaluator's Organization

Audrey Cohen College / Janith Jordan 4-10-01
Printed or Typed Name of External Evaluator Date Janith Jordan
Signature of External Evaluator

Action Plan Team Members' Signature Page

II/USP

The following members of the Action Plan Team certify involvement in the development of the school's Action Plan, as required by legislation and outlined in these *Guidelines*.

Typed or Printed Name and Position	Signature	Date
External Evaluator: Audrey Cohen College	<i>[Signature]</i>	3-14-01
Patti Wilkiewicz, Principal	<i>[Signature]</i>	3/19/01
Bryan Milburn, Teacher	<i>[Signature]</i>	03-19-01
Sandra Littlejohn, Special Ed. In.Aide	<i>[Signature]</i>	03-19-01
Joann D. Schultz, Parent	<i>[Signature]</i>	03-19-01
Dora Cusumano, Parent Liaison	<i>[Signature]</i>	3-19-01
Ilene Foster, Title I Resouce Teacher	<i>[Signature]</i>	3-19-01
Fidelina Banuelos, Parent	<i>[Signature]</i>	3-19-01
Troy Littlejohn, Teacher	<i>[Signature]</i>	3/19/01
Norma Montes, Teacher/Bilingual Lead T.	<i>[Signature]</i>	3/19/01
Fidelina Banuelos, Parent	<i>[Signature]</i>	3/19/01

As needed, please duplicate this form to accommodate the names and signatures of additional Action Plan Team Members.

Quality Review Criteria Checklist

1. Governing Board Policies

The school site Action Plan clearly identifies and describes:

	Page(s)
A. School-wide and district-wide barriers to improvement in student achievement and underlying causes for low performance.	1
B. Solutions/strategies for overcoming these barriers and underlying causes.	1-3
C. School and district crime statistics, addressing any of the factors that negatively impact student achievement.	4
D. How school and district conditions in the School Accountability Report Card are being addressed, as needed	4-6
E. Annual growth targets at least as high as those adopted by the State Board of Education.	6-7
F. School-specific short-term academic objectives for pupil achievement for a two-year period that will allow the school to make adequate progress toward the growth targets established for the school.	7-9
G. The process administrators and teachers use to monitor and evaluate the implementation of the Action Plan and its impact on student achievement.	9

2. Parental and Community Involvement

The school site Action Plan clearly identifies and describes:

A. How parents and the community have been actively involved in developing the Action Plan and how they will be involved in carrying it out.	9-10
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3. Fiscal Management

The school site Action Plan clearly presents evidence that expenditures are:

A. An effective and efficient allocation of II/USP, matching funds, and other resources.	11-12
B. Linked to overcoming barriers to achievement.	11-12
C. Not in excess of available funds (II/USP and other sources).	11-12

4. Personnel Management

The school site Action Plan clearly identifies and describes:

A. The number and percentage of fully certificated teachers that are in place in each core academic subject area and at each grade level.	12
B. How any lack of certificated/qualified teachers is addressed through specific strategies with measurable outcomes.	12
C. How professional development is provided to all teachers.	12-13
D. How professional development is aligned to core content standards and is specific to standards-based instructional materials used at the schoolsite.	13

E. How professional development is directly related to areas where student academic performance needs improvement.	13-14
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5. Curriculum Management

The school site Action Plan clearly documents the extent to which:

A. Each student has a complete set of instructional materials aligned to the state core content standards.	14
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B. Schools have instructional materials adopted by the State Board of Education for kindergarten through grade eight.	14-15
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C. The local governing board selects instructional materials aligned to the State Board of Education-adopted content standards, for grades nine through twelve.	15
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D. Any lack of instructional materials is addressed.	15
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The school site Action Plan clearly identifies and describes:

E. How administrators and teachers use the results of state and local assessments to modify instruction and improve student achievement.	15-16
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F. How disaggregated data regarding pupil achievement and other indicators are used to determine adequate short-term and long-term progress among all groups of students.	16-17
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1. Governing Board Policies

A. School-wide and district-wide barriers to improvement in student achievement and underlying causes for low performance.

Audrey Cohen College provided separate questionnaires for students, parents, teachers and administrators of Ralph Waldo Emerson Middle School. The questionnaires dealt with a wide range of issues in the school. The results of the questionnaires along with input from parents, teachers, administrators and community members obtained at public and committee meetings yielded the following school-wide and district-wide barriers to improvement in student achievement and underlying causes for low performance.

School-wide Barriers

1. Mission statement lacks a distinct focus;
2. Lack of secure school campus;
3. Inadequate space in student lunchroom and inadequate space for student body to assemble for recognition of student achievement and school-wide student assemblies;
4. Inadequate communication and agreement on standards for science and social science with feeder schools.

District-wide Barriers

1. Communication of response protocol for response to school for repair and maintenance, and communication of purchasing policy procedures to school site personnel.

B. Solutions/strategies for overcoming these barriers and underlying causes.

The following "solutions/strategies" are recommended for overcoming these barriers:

School-wide Barriers

1. A revised mission statement to improve academic achievement, using the arts and technology as a focus, will be produced. The school's Leadership Team will develop the philosophy and vision of the mission statement, using the Pomona Unified School District vision statement for middle schools as a guide. Implementation will occur in

September 2001 and thereafter, and will also involve the principal, teachers and the school's Management Team. The approved, revised mission statement will be used for master scheduling, reviewing curriculum and content, and lesson plans.

Furthermore, SAT-9 scores and district-wide benchmark assessments will also be used as mechanisms for its evaluation. Emerson Middle School is requesting \$50 in II/USP funding for supplies and materials for planning and meetings, and \$800 for teacher extra pay.

2. Addressing the lack of a secure campus will involve the creation of a comprehensive school safety plan. A school safety committee, including a district representative from the facilities department, will be reactivated to address this issue. Members of the committee will include teachers, the School Safety and Operations Supervisor, parents, community members and students. Areas for improvement include securing the back parking lot with a fence or use of security personnel and making the front of the school a drop off zone. \$800 in teacher extra pay and \$100 in classified pay is being requested of II/USP funds. It is anticipated that the committee will be reactivated, with work beginning in September 2001. The comprehensive school safety plan would be the outcome and means of evaluating this action. Additionally, \$50 in supplies and \$1,200 for instructional materials for planning and meetings is being requested by Emerson Middle School. The School Safety and Operations Supervisor will be responsible for this initiative.

3. Emerson Middle School will work with the district to address student overcrowding in student snack areas and inadequate facility for housing students for school-wide assemblies. Actions include allocating already-available district funds from a bond issue and the School Site Council developing a plan for facilities improvements for submission to the district office for review and approval. Bidding would take place thereafter. Presentation of the findings and the plan will be presented to the district for review by October 1, 2001. By summer 2002, the work will be completed. Minutes of the plan from the committee, the plan of action and timeline of work from the district, and photographs of improvements will be the basis for evaluation. The

School Safety Operations Supervisor, principal and School Site Council will be responsible for this project. The School is requesting \$2,000 for teacher extra pay, \$1,000 for classified pay, and \$50 for supplies in II/USP funds.

4. The school will create inter-school committees of teachers to work on benchmarks and standards for science and social science at feeder elementary and high schools. In addition, an Articulation and Transition Committee, comprised of teachers from Emerson Middle School and the feeder schools, will be created to work with feeder schools to ensure a smooth transition. \$3,000 for teacher extra pay and \$50 in supplies for meetings is being requested by the school. The committee will meet with the high school to ensure that the students are prepared for it. Time will be allocated for the articulation for 8th grade teachers to work with high school teachers, and elementary school teachers with 5th grade teachers. A strategy will be formulated by the end of August 2001, with implementation spanning from September 2001 through June 2003. The principal will secure the plan at the cluster level and carry it forth to the feeder schools and ensure that they develop a mechanism to work with Emerson Middle School. The Articulation and Transition Committee and principal will be responsible for this project. The statement of articulation plan, minutes of the committee meetings, fewer discipline problems and absences, and a more focused learning environment will be indicators whereby the actions will be evaluated.

District-wide Barriers

1. An administrator and the school safety and operations supervisor will meet regularly with district personnel to review the status of requests for repairs and purchase of equipment in order to assure the requests for materials, supplies, equipment, etc. are ordered and tracked efficiently so that these items are available when needed to effect higher student academic and performance. The timeline for this activity will be from September 2001 to June 2003, and the information shared at these meeting will be reported to the appropriate committee and necessary prodedures/protocols will be established on site.

C. School and district crime statistics, addressing any of the factors that negatively impact student achievement.

Emerson Middle School has a discipline plan and code of conduct, developed by teachers, parents and students. It is consistent with the California Education Code and contains rules regarding student discipline. Students who violate these rules may receive detention, suspension or expulsion. The School Safety Committee, comprised of students, teachers and parents, will create a revised discipline plan that will establish additional methods to deal with unacceptable student behavior and work with the principal to modify inappropriate behavior. The school is requesting \$1,200 for teacher extra pay. Planning will commence on July 1, 2001, with implementation to span from September 1, 2001 to June 20, 2003. Methods of evaluation include the revised discipline plan, diminished discipline referrals, reduced suspensions and better grades. The individuals responsible for this initiative are the principal, assistant principal and teachers.

D. How school and district conditions in the School Accountability Report Card are being addressed, as needed.

Ralph Waldo Emerson Middle School, located in Northern Pomona, is one of 37 schools in the Pomona Unified School District. It is part of Cluster 1 in this district. It is a Title 1 school, with a 6 to 8 grade configuration. Currently, there are 47 teachers on-site at Emerson. 66% are fully-credentialed and 25.5% have emergency credentials. The other 8.5% have Intern Credentials or preliminary credentials. The number of fully credentialed teachers appears to be on a decline. In the 1999-00 school year, 73.3% of the teachers were fully credentialed and in the 1998-99 school year, 95% were fully credentialed.

In 1999-00, the ethnic background of the teachers was 17.8% Hispanic/Latino, 33.3% African American and 48.9% White. 2.2% of the teachers had a Doctorate. 15.6% had a Master's Degree +30. 15.6% had a Master's Degree. 35.6% had a Bachelor's Degree +30 and, 31.1% had a Bachelor's Degree. The average number of years teaching for this staff was 16.6 and the average number of years in the Pomona Unified School District was 14.

As of October 2000, there were a total of 1,114 students at Emerson Middle School. Based on figures over the past three years for the ethnic/racial background of the student population, results show that the school has been and is mostly Hispanic. These percentages are comparable to the district-wide percentages.

As of May 2000, 6.4% of the student population at Emerson Middle School was Gifted and Talented (GATE), 35.4% was Limited English Proficient (LEP) and 13.2% was Fluent English Proficient (FEP). 3.5% of these FEP students were redesignated (20 students).

In 1998-99, 38% of the student population was ELL. In 1999-00, this number remained the same. In 1999-00, school mobility rose to 23 from 17. In 1998-99, 80% of the students participated in Free or Reduced Price Lunch. In 1999-2000, this decreased to 78%.

A goal of Emerson Middle School is to enhance students' learning of the core curricula standards through the use of technology. Technology instruction will focus on integrating the state and district standards in the area of math, science, language arts, and history social science with the district and state technology standards. Students will use software correlated to the standards and a variety of technology resources to engage them in learning and support the core curricula. An additional technology teacher will be hired to address this endeavor. Benchmark assessments related to technology standards would be developed to assess student learning. This action will be evaluated and evidenced by the fact that every 6th grade student would have a computer technology class as an elective or an after school class offering and also by the number of technology certification certificates awarded to students upon successful completion of the class. It is further expected that this initiative will raise test scores. The implementation will begin in September 2001 and continue through June 2003. Students currently use "Alpha Smarts" which are keyboard devices that plug into the school's "central docking station" where material can be printed out, such as documents created on a word processing module. They are also used for keyboard practice. Emerson Middle School is requesting \$27,000 in II/USP funds for the purchase of approximately 27 Macintosh computers and \$25,000 for related technological supplies, such as external peripherals and CD-ROM software. An additional \$4,000 for support teacher salary is also being requested.

Emerson Middle School will emphasize that students acquire core knowledge in all the four curricular areas of language arts, history social science, mathematics, and science and will also focus on the value of infusing/linking technology and the music/arts to the core curricula. Music, in some form or another, increases analytical ability, creative potential, motor skills, and self-esteem. To that end, the technology curriculum and the music/art curriculum will be reviewed and designed by the Math, Science, Language Arts, History Social Science, Technology and Music Unit Leaders in order to improve academic achievement in the core curricular areas. Emerson expects that by infusing/linking technology and arts into the curriculum, student performance will increase due to the ability to sustain the practice of skills beyond the core curricular class. Students who study music have proven to be more advanced in reading and math skills. Participation in the arts at school has shown to help "at-risk" students stay in school, with increased positive interaction between teachers and peers. The school is requesting \$5,000 for the purchase of musical instruments such as clarinets, flutes, drums, violins and saxophones, and \$500 for musical supplies such as sheet music and stands. Preliminary planning will begin July 1, 2001, with implementation starting on September 1, 2001. This action will be evaluated by references in lesson plans and evidenced by improvement in district benchmark assessments, and the SAT-9 writing skills (which are included in benchmark assessments). The Technology Unit Leader will be responsible for this action.

E. Annual growth targets at least as high as those adopted by the State Board of Education.

In the 1998-99 school year, 100% of the students at Emerson Middle School had test scores contributing to the Academic Performance Index (API) ranking. This resulted in a score of 490 with a statewide rank of 2 and a similar schools rank of 6. Each "similar schools rank" has 10% of the 100 most similar schools, where a score of 1 is the lowest and 10 is the highest. The 100 most similar schools list is chosen by a School Characteristics Index (SCI) which includes student ethnicity, student mobility, average class size, free/reduced-price meals, parent educational level, percent of English Learners (formerly, Limited English Proficient), percent of teachers who are fully credentialed or on emergency permits, and a multi-track, year-round calendar.

In 1999-2000, with a participation rate of 96%, the API was 502 with the same statewide rank and similar schools rank as the previous year. The growth target of 16, however, was not met, falling 4 points shy at 12. Target growth for 2001-2002 is 533, an increase of 16 points over the targeted 2000-2001 API of 517. Target growth for 2002-2003 is 550, an increase of 17 points over the targeted 2001-2002 API of 533.

A district-wide assessment including test-taking skills, chapter review, chapter test and practice test will be used. A benchmark assessment in the standardized test format SAT-9 in all four subject areas will also be administered quarterly. This mechanism will be developed from July 2001 to August 2001, and implemented from September 2001 through June 2003. Increased student achievement on the SAT-9, the results of the benchmark assessment, and lessened student anxiety will be used as indicators of success for this action. The principal will be responsible for this activity. The impact of this strategy for the 2001-2002 year will be revisited and adjusted accordingly for the subsequent year. Emerson Middle School is requesting \$4,000 for in-service pay, \$5,000 for teacher extra pay, and \$50 in supplies for meetings.

F. School-specific short-term academic objectives for pupil achievement for a two-year period that will allow the school to make adequate progress toward the growth targets established for the school.

Short-term academic objectives will involve expanding the use of reading strategies in all core subject areas while developing complex skills and research skills. A team of 4 core teachers will look at specific needs of students so that deficiencies can be addressed by all students. \$2,000 for in-service pay and \$3,000 for teacher extra pay is being requested by the school. Benchmark assessment data will be used as a diagnostic tool across all curriculum areas and a plan for student activities and curriculum development for teachers will be developed. Staff development across reading and writing will also be involved in carrying out this initiative. Implementation will begin in August 2001 and continue through June 2003. Reporting forms for parents will be also be filled out. Increased benchmark assessments and SAT-9 data will be the methods of evaluating this objective. The school's Leadership Team will be responsible for this activity.

Additionally, students at Emerson Middle School will receive a standards-based instructional program in order to ensure that students make progress towards achieving the standards. Classroom instruction and alignment of standards is essential in providing consistency of content coverage from classroom to classroom. Efforts will focus on ensuring alignment between instruction and the state standards through the daily instructional lesson plan, which is the basic framework for day to day teaching. To reach this goal, teachers will create standards-based lesson plans in all four core curricular areas, and develop a list of materials needed to deliver the lessons. The school requests \$16,400 for teacher extra pay to create the standards-based lessons and \$12,600 for instructional materials needed to support instruction. Action to develop the lesson plans will begin July 1, 2001, and implementation will begin in September 2001 and run through June 2003. The support teacher will be responsible for this activity. An increase in grades, benchmark assessment results and SAT-9 results will be the indicators for evaluation.

The organizational structure of the school will also be reviewed to enhance student activities, curriculum assessment and the development of teachers. The school's organizational chart will be revisited and responsibilities of each party will be clearly defined. A plan of implementation for student activities, curriculum assessment and development of teachers will be developed. \$60,000 in teacher salary for one full-time support staff member and \$650 for instructional supplies is being requested. The individual will be responsible for coordinating student activities, extracurricular activities, field trips, and awards assemblies and providing leadership of the school climate. A focus of this activity is to promote student responsibility. The new organizational chart will be used as the basis for evaluation. The Leadership Team will head this initiative, with action beginning on July 1, 2001, and continuing thereafter.

Resources will be allocated to complete core curricula subjects including technology and the arts and related assessment measures. Benchmark assessments will be developed and needed resources will be evaluated and prioritized. A list of what is on hand will also be reviewed. The school will purchase and develop resources related to technology and the arts, such as a sound system and lighting as requested of II/USP funds at \$15,000. Implementation will occur on July 1, 2002 through August 2002. Improved grades on the SAT-9, benchmark assessments,

increased attendance and parental involvement will be used for evaluation. The Leadership Team will be responsible for this action and \$2,000 is being requested for teacher extra pay.

G. The process administrators and teachers use to monitor and evaluate the implementation of the Action Plan and its impact on student achievement.

The current accountability system will be reviewed to ensure that all students can achieve high academic standards, which holds all stakeholders responsible for the success of the students. The roles and responsibilities of students, support teachers for all subject areas, parents, the community members and two counselors will be reviewed in relation to dealing with issues that impede student learning. Furthermore, a focus will be placed on ensuring a more open learning environment and addressing student needs, including those of the special education population. An accountability and responsibility handbook will be prepared with students. Planning will occur from July 1, 2001 through August 2001 and continue thereafter. The objective will be evaluated by the fact that, by September 2001, the handbook will be provided in classrooms and will be discussed. \$60,000 is being requested for an additional full-time support staff member who will serve as a resource to teachers and parents to address issues impeding learning for the special education population. This individual will be hired to start in September 2001. \$650 in instructional supplies is also being requested of II/USP funds. The present 6th and 7th grade level leadership team of students and the support teacher will be responsible for this initiative.

2. Parental and Community Involvement

A. How parents and the community have been actively involved in developing the Action Plan and how they will be involved in carrying it out.

Parents and community members were involved in the planning process of the Action Plan for Ralph Waldo Emerson Middle School on two fronts. First, several members of the community, including parents, were invited to participate on the School-Site and Community Team. The team met as a whole for daylong meetings on January 11, 2001 and March 19, 2001. In addition, a public meeting was held during the evening of January 11, 2001 at Emerson Middle School in order for parents and community members to have the opportunity to make recommendations for items to be included in the Action Plan. In addition to information obtained at these meetings, the parents and community members were also provided with the information obtained through

on-site visits to Emerson Middle School, interviews with school and district administrators and data analysis developed by the External Evaluator. All of these data sources gave each member of the team information which enabled them to determine barriers to academic performance, set objectives and develop Action Plan steps.

Emerson's goal is to expand the role of parents as educators to their children. Actions include developing procedures for parents to participate and observe everyday in classrooms and on campus; expanding classes for parents; and weekly parent-student nights to address student learning and homework. Implementation will occur from September 1, 2001 through June 2003. Increased parent participation, better communication and parent attendance sheets will be the methods of evaluation. Support teachers and a community liaison will be responsible for this activity. Emerson Middle School is requesting \$20,000 in teacher extra pay, \$5,500 for classified personnel, and \$500 for instructional materials in II/USP funds.

Additionally, parent/student/teacher conferences will be implemented in the fall and spring semesters. A parent room at the school will be made to operate daily (which will involve parents to volunteer to staff the room all day) and services to the parents and students in relation to math, technology and language classes will be expanded. Implementation will span from September 2001 through June 2003. These activities will be evaluated by progress reports that will be provided in the first and third quarters of the year, and the number of individuals attending conferences for the parents/students. The resource teacher will be responsible for overseeing this objective.

Furthermore, after-school and evening hours to extend the availability of the library and computer lab for use by parents and students will be implemented. Implementation will run from September 2001 through June 2003, and will be evaluated by an annual parent survey. Both the resource teacher and community liaison will oversee this activity. \$10,000 in teacher extra pay, \$4,000 for classified personnel, and \$3,200 in supplies are being requested in II/USP funds for this objective.

3. Fiscal Management

A-B-C. An effective and efficient allocation of II/USP, matching funds, and other resources linked to overcoming barriers to achievement and not in excess of available funds (II/USP and other sources).

The Ralph Waldo Emerson Middle School budget was reviewed in order that matching funds sources could be identified for the support of the Action Plan that was developed by the team. It was determined that in addition to the funds that are being requested under the II/USP that funds from one other source would be reallocated in the 2001-2002 and 2002-2003 school years. This includes Title 1 Targeted Assistance. The budget categories of certificated and classified personnel salaries; employee benefits; books, materials, and supplies; services and other operating expenses; capital outlay (equipment); and indirect costs were examined.

It was determined that \$119,600 would be allocated in matching funds for the certificated personnel; \$5,500 in classified personnel; \$8,850 in employee benefits; \$54,400 in books, materials and supplies; and \$15,000 in capital outlay (equipment) in the 2001-2002 school year.

It was further determined that \$109,600 would be allocated in matching funds for the certificated personnel; \$4,500 in classified personnel; \$7,850 in employee benefits; \$54,400 in books, materials and supplies; and \$27,000 in capital outlay (equipment) in the 2002-2003 school year.

The Leadership Team and School Site Council will meet to review budget status including available funds, funds encumbered to date and anticipated expenditures bimonthly. \$750 in supplies for these meetings is being requested. Implementation will occur from September 2001 through June 2003, and will be evaluated by the agenda and minutes of the meetings and revised budgets.

The committee will also allocate from the Action Plan budget a discretionary amount per child to be used for library books, instructional materials, media/computer supplies, etc. and allow each teacher access to the funds. \$6,000 for these materials and supplies is being requested by the school. Each teacher requesting funds will provide a written request directly linking the

materials requested to improved student performance. A form for teachers to use to make application for funds will be developed and the dates for submission will be determined. This activity will be implemented from September 2001 through June 2003, and evaluated by the agenda of the meetings, the forms for teachers, the document allocating requisition of funding, and purchase orders. The Leadership Team will be responsible for overseeing this activity.

4. Personnel Management

A. The number and percentage of fully certificated teachers that are in place in each core academic subject area and at each grade level.

There are currently 47 teachers on-site at Emerson Middle School. 66% are fully-credentialed and 25.5% have emergency credentials. The other 8.5% have Intern Credentials or preliminary credentials.

B. How any lack of certificated/qualified teachers is addressed through specific strategies with measurable outcomes.

A procedure for setting goals with non-certificated/non-qualified teachers for the school year will be established at Emerson Middle School. This will include an observation checklist, the process objectives, setting goals for teaching practices and discipline referrals. The principal will continue to follow district procedures of setting goals with the process objectives. The activity will be evaluated by the completion of the process objectives and observation forms indicating pre-observation and post-observation consultation, which will occur twice a year formally. The number of informal observations will be increased as needed. Meetings with all teachers to discuss SAT-9 benchmark data will be held continually and follow-up recommendations will be provided to each non-certificated/non-qualified teacher. \$1,000 for substitutes is being requested of II/USP funds. The principal and assistant principal will be responsible for this objective, which will be implemented from September through June in the 2001 and 2002 years.

C. How professional development is provided to all teachers.

The school will provide training sessions for teachers to learn to use the existing accountability system to build on the principal's individual work with teachers on student assessment and performance. Teachers will be allowed time in grade levels across the curriculum areas to reflect

on attendance, and SAT-9 and benchmark assessment results. One whole day will be assigned to meet once within the department and once with the grade level team before parent conferencing. This will occur twice a year. \$8,000 for substitute pay is being requested by the school. Lesson plans to address these challenges will subsequently be developed. The activity will be implemented from September 2001 through June 2003, and will be evaluated by the parent-teacher conferences, increased benchmark results and student success level. The Leadership Team and teachers will be responsible for implementing and overseeing this activity.

D. How professional development is aligned to core content standards and is specific to standards-based instructional materials used at the schoolsite.

Curricula will be organized to engage learners while providing consistency and rigor across the core subject areas. Actions include completion of curriculum mapping and addressing the need for benchmark assessment criteria in science and social science. Implementation will occur from July through August in 2001 and 2002, and will be evaluated by the completed assessment criteria in social science and science as related to the benchmarks. The social science and science teachers will be responsible for this initiative and \$10,400 for teacher extra pay is being requested.

E. How professional development is directly related to areas where student academic performance needs improvement.

State and local standards will be met while expanding the pedagogical approaches used by teachers in math, language and reading. The school will conduct staff development related to English Language Learners (ELL) around testing, placement, curriculum standards, and English Language Development (ELD) in August 2001 and August 2002. It will be evaluated by the agenda to the workshops, lesson plans, classroom observations, and student progress in acquiring English and the annual ELD assessment. The Bilingual Unit Leader and support teacher will be responsible for this objective. Emerson Middle School is requesting \$1,500 for teacher extra pay, \$5,000 for in-service pay, \$1,500 for substitutes, \$3,000 for supplies and \$5,000 for books in II/USP funds for this objective.

Emerson Middle School will also meet state and local standards by expanding teaching methods used by teachers in mathematics, language and reading, by broadening reading skills in the context of core subject areas and emphasizing skills and exploration. The school will complete an analysis in benchmark assessments to ascertain areas for additional staff development. This will occur four times a year, after benchmark assessments are completed. Evaluation will include the needs assessment, grade level agendas and minutes, and a teacher articulation day. The school will also conduct related workshops in classroom management, math, language and reading. A minimum of three workshops will be administered, and will be evaluated by the agendas and classroom observations. The principal, assistant principal, support teachers and unit leaders will be responsible for these activities. \$1,500 for substitute pay is being requested by the school.

5. Curriculum Management

A. Each student has a complete set of instructional materials aligned to the state core content standards.

Emerson teachers will make a list of needed instructional materials. Based on the established list (related to standards), each student will have a complete set as verified with a standardized check-off list, initialed by the student, and confirmed by the parent(s). \$21,000 for books and \$2,000 for instructional materials is being requested in II/USP funds. Implementation will occur from July through August in 2001 and 2002. The completed forms, including the students' initials, returned by the parents and teacher letter would be the basis of evaluating this activity. The unit leaders and teachers will be responsible for this initiative.

B. School has instructional materials adopted by the State Board of Education for kindergarten through grade eight.

Teachers will review materials inventories at the end of each school year in July 2001 and June 2002. \$2,000 for teacher extra pay, \$3,500 for instructional supplies and \$6,500 for books are being requested. The resource teachers and library technician will order the materials based on anticipated enrollment for the upcoming school year before the close of a school year in July 2001 and 2002. \$1,400 for classified personnel is being requested for this activity. Upon

opening of the school, the resource teachers and library technician, who will be responsible for this objective, will inventory and distribute the materials.

C. The local governing board selects instructional materials aligned to the State Board of Education-adopted content standards, for grades nine through twelve.

Teachers will meet once a month with the Textbook Adoption Committee representative(s) to review materials for grades 6, 7 and 8 and assure that they fully address the standards, which will follow in grades 9 through 12. Actions include continuing with district procedure for selecting textbooks in all core subjects. "Target Teach," a district-wide plan, will continue to be used to fill the gaps to make up the differences in materials not aligned towards reading and math. A recommendation form from the district Textbook Adoption Committee that will go to the teachers and then returned to the district will serve as the means for evaluation. Teachers and members of the Board committee will be responsible for this activity. \$1,000 for teacher extra pay and \$800 for substitute pay are being requested by Emerson School.

D. Any lack of instructional materials is addressed.

The school's Leadership Team will specifically review the categorical budget and reallocate funds as needed in order to provide necessary resources for purchasing materials. It will be based on the review of student data and the materials/resources list inventory. This will occur in July 2001 and June 2002 and will be evaluated by the revised list of instructional materials, the completed budget and results of student data. The school is requesting \$5,000 for teacher extra pay in II/USP funds.

E. How administrators and teachers use the results of state and local assessments to modify instruction and improve student achievement.

Teacher expertise in interpreting assessment data and application results will be expanded through staff development. Specifically, they will learn how to interpret SAT-9 data using cluster content information to modify the curriculum and improve student achievement.

Teachers will work in departments and individually to analyze student benchmark assessments as a diagnostic tool. Staff development on assessment readiness for students (test-taking skills) will occur from September to October in 2001 and 2002 in half-day sessions. The agenda of the

workshop and improved SAT-9 results will be the methods of evaluation. The principal, assistant principal, resource teacher and support teachers will be responsible for this activity. \$7,000 for in-service pay, \$2,000 for substitute pay and \$750 for supplies are being requested of II/USP funding.

F. How disaggregated data regarding pupil achievement and other indicators are used to determine adequate short-term and long-term progress among all groups of students.

In the spring 2000 test administration of the Stanford Achievement Test, 9th Edition (the STAR 9), less than 30% of all students scored at or above the 50th percentile in all grades and all subjects with the exception of grade 7 language and spelling. These results are all lower than the district-wide results with the greatest difference found in the 6th grade scores. For example, the percentage at or above the 50th percentile in the district for reading was a 30 compared to a 17 at Emerson Middle School and in math a 40, compared to a 23 at Emerson.

Since almost 40% of the student population at Emerson Middle School are LEP, test scores were reviewed by language proficiency. The Non-LEP students at Emerson are scoring much higher in all subject areas than the LEP students. In comparison to the district-wide level results, Non-LEP students continue to score higher than LEP in all subject areas. However, LEP students are performing much closer to district-wide results than the Non-LEP students at Emerson. For example, in 8th grade language the LEP students at Emerson scored a 10 compared to the district-wide result of a 9 whereas the Non-LEP students at Emerson scored a 38 compared to the district-wide average of a 54.

Results by gender show that females at Emerson are scoring about 10% higher than males in language for all grades and in the 7th grade mathematics scores are higher for males. All other subjects and grades show about the same performance level. This difference in the language scoring of the sexes also exists at the district-wide level.

Emerson Middle School will establish an assessment committee to review student achievement among the various populations and provide results to the curriculum planning teams. Action will include a recommendation for the appropriate staff development presented by the district

assessment support team on interpreting disaggregated SAT-9 data. Teachers will use this data to evaluate long-term progress, and benchmark assessments for short-term data for their student populations. \$3,000 for in-service pay, \$2,000 for substitute pay and \$750 for supplies are being requested by the school for this activity. The agenda and increased SAT-9 results by all various groups will be used for evaluation. District personnel, the principal, assistant principal and resource teacher will be responsible for this objective.

1000 Certified Personnel Salaries		
Teacher extra pay	\$40,700	Teacher extra pay for various program initiatives related to benchmarks and assessments, planning, district-wide assessments and curriculum mapping
Substitutes	\$8,400	Substitute pay to allow teachers to meet for reviewing SAT-9 benchmark data, attend training sessions and be observed
Support Teachers	\$60,000	(1 FTE) who will serve as a resource to teachers and parents to address issues impeding learning for the special education population (1 FTE) who will coordinate student activities, extracurricular activities, field trips and awards assemblies
Teacher in-service	\$10,500	Staff development related to testing, curriculum standards, analyzing benchmark assessments, classroom management
2000 Classified Personnel Salaries		
Classified extra pay	\$5,500	To assist with after-school and evening and other program initiatives
3000 Employee Benefits		
Benefits certificated/classified	\$8,850	
4000 Books, Materials, Supplies		
Books	\$16,250	Books for students aligned to state core content standards; supplemental books for library
Supplies	\$4,350	Supplies for planning and meetings

Instructional Materials	\$18,550	Books, teacher resources, media supplies, and classroom supplies
Technology Supplies	\$12,500	External peripherals and CD ROM software
Musical Instruments	\$2,500	Clarinets, flutes, drums, violins and saxophones
Musical Supplies	\$250	Sheet music and stands
6000 Capital Outlay		
Technology Equipment	\$15,000	Approximately 15 Macintosh computers
Total	\$203,350	

Budget Justification - 2001/2002

School Site Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2001-2002

Name of District: Pomona Unified School District CDS Code: 19-64907-6058507				
Name of School: Ralph Waldo Emerson Middle School CDS Code: 19-64907-6058507				
School Contact Person: Patti Wilkiewicz			Phone: 909-397-4516 FAX: 909-397-5280	E-mail:
SACS Resource Code: 7255		School Enrollment: <u>1187</u> (From 1999-00 CBEDS)		
SACS Revenue Code: 8590		Cost per student: <u>171.31</u> (Up to \$200 per student)		
Non-SACS Income Account Code: 8590				
SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds & Source Code
	1000	Certificated Personnel Salaries	119,600	119,600 (1)
		Teacher extra pay, substitutes, support teacher (1 FTE), teacher in-service pay		
	2000	Classified Personnel Salaries		
		Classified extra pay	5,500	5,500 (1)
	3000	Employee Benefits	8,850	8,850 (1)
	4000	Books, Materials, Supplies		
		Books, supplies, instructional material, musical instruments, tech. supplies, music supplies	54,400	54,400 (1)
	5000	Services and Other Operating Expenses (Including Travel & Direct Costs)		
	6400	Capital Outlay (Equipment)		
		Technology equipment	15,000	15,000 (1)
	7310	Indirect Costs		
		Total Amount of II/USP Funds Requested	203,350	
		Total Matching Funds & Source Codes		203,350

NOTE: Please complete and submit budget page(s) for each participating school. (See Instructions for clarification.)

Object Code	Description of line item	II/USP or CSRD	Categorical Fund (type)	Categorical Fund (type)	General Fund	Total of Matching Funds
<i>Certificated Personnel Salaries - Object Code 1000</i>						
1000	Teacher extra pay	\$40,700	\$40,700			\$40,700
1000	Substitues	\$8,400	\$8,400			\$8,400
1000	Support Teacher Salary	\$60,000	\$60,000			\$60,000
1000	Teacher In-Service Pay	\$10,500	\$10,500			\$10,500
1000						\$0
1000						\$0
1000						\$0
1000						\$0
1000						\$0
1000						\$0
1000						\$0
1000						\$0
1000						\$0
1000						\$0
1000						\$0
	Total Amount Requested - Object Code 1000	\$119,600	\$119,600	\$0	\$0	\$119,600
<i>Classified Personnel Salaries - Object Code 2000</i>						
2000	Classified Extra pay	\$5,500	\$5,500			\$5,500
2000						
2000						
2000						
2000						
2000						
	Total Amount Requested - Object Code 2000	\$5,500	\$5,500	\$0	0	\$5,500
<i>Employee Benefits - Object Code 3000</i>						
3000		\$8,850	\$8,850			\$8,850
	Total Amount Requested - Object Code 3000	\$8,850	\$8,850	\$0	\$0	\$8,850
<i>Books, Materials, Supplies - Object Code 4000</i>						
4000	Books	\$16,250	\$16,250			\$16,250
4000	Supplies	\$4,350	\$4,350			\$4,350
4000	Instructional Materials	\$18,550	\$18,550			\$18,550
4000	Musical Instruments	\$2,500	\$2,500			\$2,500
4000	Technology Supplies	\$12,500	\$12,500			\$12,500
4000	Music Supplies	\$250	\$250			\$250
	Total Amount Requested - Object Code 4000	\$54,400	\$54,400	\$0	\$0	\$54,400
<i>Service and Other Expenses - Object Code 5000</i>						
5000						
	Total Amount Requested - Object Code 5000	\$0	\$0	\$0	\$0	\$0
<i>Capital Outlay - Object Code 6000</i>						
6000	Technology Equipment	\$15,000	\$15,000			\$15,000
	Total Amount Requested - Object Code 6000	\$15,000	\$15,000	\$0	\$0	\$15,000
Subtotal Amounts - Matching Funds			\$203,350	\$0	\$0	
Total Amount Matching Funds						\$203,350
Total Amount Requested - Object Codes		\$203,350				

1000 Certified Personnel Salaries		
Teacher extra pay	\$30,700	Teacher extra pay for various program initiatives related to benchmarks and assessments, planning, district-wide assessments and curriculum mapping
Substitutes	\$8,400	Substitute pay to allow teachers to meet for reviewing SAT-9 benchmark data, attend training sessions and be observed
Support Teachers	\$60,000	(1 FTE) who will serve as a resource to teachers and parents to address issues impeding learning for the special education population (1 FTE) who will coordinate student activities, extracurricular activities, field trips and awards assemblies
Teacher in-service	\$10,500	Staff development related to testing, curriculum standards, analyzing benchmark assessments, classroom management
2000 Classified Personnel Salaries		
Classified extra pay	\$4,500	To assist with after-school and evening and other program initiatives
3000 Employee Benefits		
Benefits certificated/classified	\$7,850	
4000 Books, Materials, Supplies		
Books	\$16,250	Books for students aligned to state core content standards; supplemental books for library
Supplies	\$4,350	Supplies for planning and meetings

Instructional Materials	\$18,550	Books, teacher resources, media supplies, and classroom supplies
Technology Supplies	\$12,500	External peripherals and CD ROM software
Musical Instruments	\$2,500	Clarinets, flutes, drums, violins and saxophones
Musical Supplies	\$250	Sheet music and stands
6000 Capital Outlay		
Technology Equipment	\$27,000	Approximately 12 Macintosh computers: sound system and lighting equipment
Total	\$203,350	

Budget Justification – 2002/2003

**School Site Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State
Funds
Fiscal Year 2002-2003**

Name of District: Pomona Unified School District CDS Code: 19-64907-6058507		
Name of School: Ralph Waldo Emerson Middle School CDS Code: 19-64907-6058507		
School Contact Person: Patti Wilkiewicz	Phone: 909-397-4516 FAX: 909-397-5280	E-mail:

SACS Resource Code: 7255 School Enrollment: 1187 (From 1999-00 CBEDS)
SACS Revenue Code: 8590 Cost per student: 171.31 (Up to \$200 per student)
Non-SACS Income Account Code: 8590

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds & Source Code
	1000	Certificated Personnel Salaries	109,600	109,600 (1)
		Teacher extra pay, substitutes, support teacher (1 FTE), teacher in-service pay		
	2000	Classified Personnel Salaries		
		Classified extra pay	4,500	4,500 (1)
	3000	Employee Benefits	7,850	7,850 (1)
	4000	Books, Materials, Supplies		
		Books, supplies, instructional material, musical instruments, tech. supplies, music supplies	54,400	54,400 (1)
	5000	Services and Other Operating Expenses (Including Travel & Direct Costs)		
	6400	Capital Outlay (Equipment)		
		Technology equipment	27,000	27,000 (1)
	7310	Indirect Costs		
		Total Amount of II/USP Funds Requested	203,350	
		Total Matching Funds & Source Codes		203,350

**NOTE: Please complete and submit budget page(s) for each participating school.
(See Instructions for clarification.)**

Obj Code	Description of line Item	II/USP or CSR	Categorical Fund (type)	Categorical Fund (type)	General Fund	Total of Matching Funds
<i>Certificated Personnel Salaries - Object Code 1000</i>						
1000	Teacher extra pay	\$30,700	\$30,700			\$30,700
1000	Substitues	\$8,400	\$8,400			\$8,400
1000	Support Teacher Salary	\$60,000	\$60,000			\$60,000
1000	Teacher In-Service Pay	\$10,500	\$10,500			\$10,500
1000						\$0
1000						\$0
1000						\$0
1000						\$0
1000						\$0
1000						\$0
1000						\$0
1000						\$0
1000						\$0
1000						\$0
1000						\$0
1000						\$0
1000						\$0
1000						\$0
	Total Amount Requested - Object Code 1000	\$109,600	\$109,600	\$0	\$0	\$109,600
<i>Classified Personnel Salaries - Object Code 2000</i>						
2000	Classified Extra pay	\$4,500	\$4,500			\$4,500
2000						\$0
2000						\$0
2000						\$0
2000						\$0
	Total Amount Requested - Object Code 2000	\$4,500	\$4,500	\$0	0	\$4,500
<i>Employee Benefits - Object Code 3000</i>						
3000		\$7,850	\$7,850			\$7,850
	Total Amount Requested - Object Code 3000	\$7,850	\$7,850	\$0	\$0	\$7,850
<i>Books, Materials, Supplies - Object Code 4000</i>						
4000	Books	\$16,250	\$16,250			\$16,250
4000	Supplies	\$4,350	\$4,350			\$4,350
4000	Instructional Materials	\$18,550	\$18,550			\$18,550
4000	Technology Supplies	\$12,500	\$12,500			\$12,500
4000	Musical Instruments	\$2,500	\$2,500			\$2,500
4000	Musical Supplies	\$250	\$250			\$250
	Total Amount Requested - Object Code 4000	\$54,400	\$54,400	\$0	\$0	\$54,400
<i>Service and Other Expenses - Object Code 5000</i>						
5000		\$0	\$0			\$0
	Total Amount Requested - Object Code 5000	\$0	\$0	\$0	\$0	\$0
<i>Capital Outlay - Object Code 6000</i>						
6000	Technology Equipment	\$27,000	\$27,000			\$27,000
	Total Amount Requested - Object Code 6000	\$27,000	\$27,000	\$0	\$0	\$27,000
	Subtotal Amounts - Matching Funds		\$203,350	\$0	\$0	
	Total Amount Matching Funds					\$203,350
	Total Amount Requested - Object Codes	\$203,350				