

School Year: **2021-22**

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Emerson Elementary School	01-61143-6090211	4/21/2021	June 23, 2021

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The purpose of this plan is to describe the ways in which our school is providing a comprehensive and robust School wide Program to support all students and to provide details of our comprehensive and targeted support systems for focal students. The school site committee will meet monthly to review data , interventions and support, and this plan to ensure alignment and effective implementation.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The school conducted a Parent Engagement survey in the Winter of 2020 to:

- a. learn our community's concerns, needs, and experiences regarding school culture, climate, home/school partnership and communications;
- b. learn our community's knowledge of school expectations; and
- c. learn our community's thoughts regarding the school's ability to meet student needs.

Responses to the survey will be shared and discussed at our SSC meeting. The vast majority of families reported that their students feel safe, supported, and cared for at Emerson.

Other venues for information sharing and input:

Monthly PTA meetings  
Monthly School Governance Council meetings  
Staff Survey  
Monthly Positive Behavior Instructional Supports (PBIS) Team meetings  
Weekly principal/PTA joint newsletter  
Class newsletters

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The principal visits and observes in all classrooms on a regular basis. Teachers are evaluated every other year through a formal observation process and probationary/temporary teachers are evaluated on a yearly basis. Proficient and Advanced teachers have the opportunity to engage in Lesson Study or Action Research Projects as an Alternative Evaluation Process. Through formal observations and walk-through visits, the following has been observed:

- All classroom teachers in all grades are teaching Reading and Writing through the Teachers' College Reading and Writing Workshop program. Daily mini-lessons are taught and students spend significant time reading "just right books" at their level. All classroom teachers are implementing the common core math standards through the use of the A Story of Units, Eureka, Curriculum. Well planned lessons are taught on a daily basis, increased time and resources are directed toward students who are below grade level in reading, writing, and math, and extension activities are provided for students who need an extra challenge.
- All Emerson staff use Positive Behavior Systems in classrooms, workspaces, on the yard and throughout the school. Staff have been trained in the Toolbox curriculum to support the social and emotional skills development and Toolbox strategies are introduced consistently in our lower grade classrooms. Teachers participate in our monthly student recognition "Shout Out" program that recognizes the individual strengths of each and every child in the school.
- Credentialed teachers have been trained using Culturally Relevant Teaching and Learning strategies along with Equity strategies and the principal has observed evidence of these strategies and more being used in classrooms on a daily basis. All interested staff have participated in the six week Emerson Equity Circle Seminar taught by a PTA sponsored Equity Consultant.
- Finally, teachers are familiar with and use the Welcoming Schools Curriculum to teach about family diversity and gender stereotyping as well as anti-bullying strategies.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The school meets or exceeds performance goals in this area. Emerson teachers use a variety of assessments to analyze progress, modify instruction and improve student achievement. Students in grades 3-5 take the Smarter Balanced Assessment (SBA) and all English Language Learners take the English Language Proficiency Assessment for California (ELPAC) annually. Local assessments include the use of the STAR along with District reading, writing, and math assessments.

The assessment information is gathered and shared in spreadsheets, data walls and at COST meetings. Assessments results are analyzed and used to determine which students need additional instruction and support and how and when they should receive it. These interventions are taught by our classroom teachers, intervention specialists, and Special Education Staff. Additionally, teachers meet in PLC teams to analyze students' work and assessments in order to better meet the needs of focal students.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Meets or exceeds performance goal. Teachers analyze student progress on an ongoing basis using curriculum-embedded assessments, local assessments, and observations of daily reading and writing work, math exit tickets, phonics assessments, spelling tests, social studies and science projects. Data is examined on a regular basis during team, staff, and PLC meetings and instruction is modified to meet student needs. An assessment wall is used to track the progress of all students in reading and writing and is specifically used to track the progress of students who have not yet reached grade level. Based on data analysis, intervention groups are planned to support students who are not yet meeting standards. Teachers participate in 4 to 5 PLC (Professional Learning Community) cycles a school year during which each grade level team analyzes students' progress, sets a SMARTE goal for focal students who are not yet meeting standard, and plans activities and provides instruction to support those students.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Meets performance goal. All of the teachers are fully credentialed and highly qualified under the NCLB requirements.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Meets performance goal. All Emerson teachers are fully credentialed. Teacher Induction Program (TIP) support is available to first and second year teachers and PAR support is available district wide to teachers who are struggling. All teachers participate in several staff development sessions throughout the school year at both the District and site level.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Meets performance goal. Teachers use adopted curricular materials and engage in standards based staff development in the content areas. District professional development sessions are provided in science, reading, writing, and math and include methods and materials to assess student performance. Recent district and site staff development has been focused on better correlation of standards based writing units and writing assessments as well as ways to enhance and extend our math instruction.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Exceeds performance goal. The on site literacy coach is an expert in reading instruction and provides ongoing professional development to all teachers. She teaches model Language Arts lessons and coaches teachers in best practices. She collaborates with all teachers to identify focal students and instructional intervention strategies to address student needs. The coach meets individually with teachers, with small teams, and the teaching staff as a whole to provide information about research based reading intervention practices. She supports the staff in data analysis and provides instructional support to at risk students. The literacy coach is part of the Coordination of Services Team (COST) of teachers and other staff who work together to provide support to teachers and students. In addition, a district literacy teacher provides support to all the site literacy coaches. This group works together to provide instructional assistance to teachers district wide.

Our Response to Intervention (RTI) teacher provides ongoing support to focal students both in and out the classroom school wide. She specifically pushes into classrooms with newer teachers to provide additional support and modeling of best instructional practices as well as positive behavior management. The RTI teacher coordinates all interventions school wide, plans and coordinates monthly COS meetings, serves as case manager to intervention students, and acts as a resource to teachers who are struggling with particular students. The RTI teacher coaches support staff on PBIS and Restorative Strategies .

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Exceeds performance goal. All teachers meet once a week or more in grade level teams. These teams collaborate on the planning of curriculum and instruction, analysis of student work, and coordination of special events and activities. Teachers collaborate during staff and team meetings to assess student progress, to review materials, and to engage in professional development activities. Additionally, teachers engage in lesson study or action research projects in order to enhance their practices and extend their learning. Lastly, teachers participate in PLC work 4 to 5 times a year during which they collaborate on analyzing student work, settings SMARTER goals for focal students, and planning instruction to support those students.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Meets performance goal. District adopted materials are used by all grade levels and grade level report cards reflect grade level standards. Classroom instruction is aligned to state standards and teachers use grade level content and performance standards to plan lessons and analyze student progress.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Meets performance goal. Each year teachers are provided with a class schedule that includes blocks of time for reading, language arts, math and PE. Instruction is provided in science and social studies and additional classes such as gardening, music, art, are scheduled in as well. Interruptions are kept to a minimum. Despite our best efforts, the school day does not have sufficient minutes for all subject areas, enrichment, and interventions needed. Teachers cycle subject areas such as social studies and science, and teach integrated units that address multiple subject areas to maximize use of instructional time.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Meets performance goal. Teachers are provided with planning days several times a year to map out the curriculum for the upcoming trimester in order to ensure that all students are instructed in grade level content and standards in English Language Arts, Math, Science, Social Studies, and Social Emotional Curriculum. The district provides teachers with pacing guides for reading, writing, math and phonics (K-3). Pacing guides are reviewed and updated periodically. Intervention supports are integrated throughout the day and are provided in both a pull out and push in model.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Meets performance goal. There are sufficient standards based texts in all subject areas for each grade level and all students have access to these materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Meets performance goal. Teachers use SBE-adopted and standards-aligned instructional materials in ELA, Math, Social Studies and Science. Intervention materials such as LLI, Wilson, etc. are also provided.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Exceeding performance goal. The basic instructional program provides support to all students. Instruction is differentiated and our guided reading and readers' workshop models address a broad range of student needs. Teachers use a writer's workshop model that fosters student writing, and also pull small guided writing groups to support learning. Spelling is increasingly taught by focusing on strategies and word sorts, rather than memorization of lists. A phonics program is used in grades K-3. Teachers are mindful of instructional minutes and balance teacher talk with student talk and work periods. Teachers provide instruction, guided practice, and opportunities for independent practice so students can build mastery of concepts. Teachers assess students on a regular basis and use information gained to tailor instruction to student needs. Teachers use Culturally Responsive Teaching and Learning (CRTL) and Equity strategies to engage all learners through interactive instruction, by strengthening connections and relationships between teachers and students, by recognizing and highlighting culture and diversity, and through the use of culturally responsive teaching materials.

Evidence-based educational practices to raise student achievement

Exceeds performance goal. Following the RtI (Response to Intervention) model, teachers use best practices in the classroom to meet the range of student needs as early as possible. Teachers differentiate instruction and meet with guided reading and writing groups to provide targeted instruction. English Language Learners are supported through English Language Development lessons at their level and Equity strategies are used to engage and support students of color. The Literacy Teacher provides one on one and small group reading lessons to lower grade students and in focus classrooms and our RTI teacher provides instructional support in reading, writing, and math both in and out of classrooms across grade levels.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Meets performance goal. The district provides funding for a Family Engagement and Equity Coordinator and for on site Mental Health services to support focal families and students. The district provides significant staffing for Literacy, RTI, and ELD teachers. The site contributes to the FTE of those staff members providing for a robust intervention program to assist under-achieving students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Meets performance goal. The School Site Council is comprised of teachers, principal, classified and a group of parents as reflective of our school population as we can recruit. The Council meets monthly to discuss the planning, implementation and evaluation of school programs. The English Language Advisory (ELAC) council meets at least 3 times a year to discuss programs for English Learners and needs of the group. The school has representatives to the PAC (Parent Advisory Council), DELAC (District English Language Advisory Council, and BSEP (Berkeley School Enrichment Program). These representatives share information between the school and the district councils.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Meets performance goal. The primary use of categorical dollars is to provide additional funding to increase the FTE of the Literacy, the Intervention, and the ELD teachers who provide direct service to below grade level students, coach teachers on best practices, and collaborate to coordinate intervention services.

## Fiscal support (EPC)

Fiscal support is provided through General, Categorical, LCAP, BSEP, and grant funds. These funds while essential and supportive, are not adequate to provide a program that meets the needs of each and every student. Funding is supplemented by the PTA.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

The School Site Committee (SSC) was established through an election process in September and is comprised of parents/guardians, teachers, the principal, and other staff. The SSC meets regularly to review data, learn about intervention supports, and review the site and safety plans to ensure alignment and effective implementation with the Local Control and Accountability Plan and other federal, state, and local programs. Parents, staff, and the principal attend the meetings and participate in the development and oversight process.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Emerson school receives funds commensurate with the other ten elementary schools. We have received Title I funds for the last 17 years; however, beginning in 18-19 did not reach the required percentage to receive Title I funding past the 21-22 school year. While we have a lower percentage of students who are identified as living in poverty, we continue to have a substantial number of students who need additional support to meet grade-level standards. While our number of English Learners also fluctuates, the district funding of our ELD teacher does not provide us with enough hours to adequately serve all of our students who need this support. Without our Title I funds, we will be hard-pressed to adequately meet the intervention needs of the students at our school. Additionally, we continue to have a number of Special Education students with significant behavioral and academic needs. Adequately serving and supporting those students and their classroom teachers is an ongoing challenge.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	0.31%	0.32%		1	1
African American	13.44%	13.13%	10.09%	43	42	32
Asian	9.06%	9.69%	10.09%	29	31	32
Filipino	0.94%	1.25%	1.26%	3	4	4
Hispanic/Latino	18.13%	17.19%	16.4%	58	55	52
Pacific Islander	%	%	0%			0
White	41.56%	40.94%	45.11%	133	131	143
Multiple/No Response	%	%	16.4%			1
<b>Total Enrollment</b>				320	320	317

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	43	66	46
Grade 1	61	43	63
Grade 2	42	59	43
Grade3	64	42	60
Grade 4	55	60	46
Grade 5	55	50	59
<b>Total Enrollment</b>	320	320	317

### Conclusions based on this data:

1. The three primary subgroups of students at Emerson are African American, Latino, and White
2. Over the last three years, the percentage of African American students has been declining 3 to 5 percentage points while the percentage of white students increased 3 percentage points. The number of Latino students has fluctuated slightly and the number of Asian students has increased slightly. At the present time the largest subgroup is white at 40%, followed by Latino at 17% and African American at 13%.
3. The Asian population remains consistent at approximately 9%

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	34	30	24	10.6%	9.4%	7.6%
Fluent English Proficient (FEP)	27	22	28	8.4%	6.9%	8.8%
Reclassified Fluent English Proficient (RFEP)	6	0	6	18.8%	0.0%	20.0%

### Conclusions based on this data:

1. Emerson's number of English Language Learners has remained fairly consistent at between 31 to 34 students per year, and is presently at a little more than 10% of the student population.
2. The percentage of Fluent English Proficient speakers has varied between approximately 6 to 8% in the past three years.
3. No students were Reclassified Fluent English Proficient during the 2018- 2019 school year



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	42	60	41	40	60	40	40	60	40	95.2	100	97.6
Grade 4	57	53	59	54	53	59	54	53	59	94.7	100	100
Grade 5	46	53	48	44	53	47	44	53	47	95.7	100	97.9
All Grades	145	166	148	138	166	146	138	166	146	95.2	100	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2481.	2489.	2511.	55.00	61.67	62.50	20.00	20.00	22.50	15.00	3.33	12.50	10.00	15.00	2.50
Grade 4	2532.	2504.	2525.	57.41	39.62	50.85	11.11	20.75	18.64	18.52	22.64	22.03	12.96	16.98	8.47
Grade 5	2558.	2565.	2544.	45.45	50.94	40.43	29.55	18.87	23.40	13.64	13.21	17.02	11.36	16.98	19.15
All Grades	N/A	N/A	N/A	52.90	51.20	50.68	19.57	19.88	21.23	15.94	12.65	17.81	11.59	16.27	10.27

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	45.00	55.00	60.00	37.50	36.67	40.00	17.50	8.33	0.00
Grade 4	57.41	41.51	49.15	33.33	39.62	42.37	9.26	18.87	8.47
Grade 5	52.27	47.17	46.81	31.82	33.96	40.43	15.91	18.87	12.77
All Grades	52.17	48.19	51.37	34.06	36.75	41.10	13.77	15.06	7.53

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	50.00	48.33	45.00	35.00	36.67	47.50	15.00	15.00	7.50
Grade 4	55.56	30.19	35.59	31.48	50.94	55.93	12.96	18.87	8.47
Grade 5	56.82	60.38	34.04	31.82	26.42	46.81	11.36	13.21	19.15
All Grades	54.35	46.39	37.67	32.61	37.95	50.68	13.04	15.66	11.64

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35.00	41.67	45.00	52.50	50.00	50.00	12.50	8.33	5.00
Grade 4	38.89	41.51	33.90	46.30	52.83	59.32	14.81	5.66	6.78
Grade 5	38.64	39.62	29.79	56.82	43.40	59.57	4.55	16.98	10.64
All Grades	37.68	40.96	35.62	51.45	48.80	56.85	10.87	10.24	7.53

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	55.00	50.00	57.50	30.00	40.00	40.00	15.00	10.00	2.50
Grade 4	42.59	28.30	45.76	44.44	58.49	45.76	12.96	13.21	8.47
Grade 5	40.91	45.28	38.30	45.45	37.74	42.55	13.64	16.98	19.15
All Grades	45.65	41.57	46.58	40.58	45.18	43.15	13.77	13.25	10.27

**Conclusions based on this data:**

1. ELA Overall scores improved by .83% in 2018- 2019. In 2017-2018, 71.08% of the students met or exceeded the standard for ELA. In 2018- 2019, 71.91% of the students met or exceeded the standard for ELA.
2. Overall, there continues to be between 84 to 89% of our students in all grades At or Near, or Above Standard in ELA over the course of the last three years. Fewer than 16% of students in All Grades are Below Standard in ELA.
3. In 2018- 2019, between 97 and 100% of students enrolled took the SBAC assessment

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	42	60	41	40	60	41	40	60	41	95.2	100	100
Grade 4	57	53	59	55	53	59	55	53	59	96.5	100	100
Grade 5	46	53	48	44	53	46	44	53	46	95.7	100	95.8
All Grades	145	166	148	139	166	146	139	166	146	95.9	100	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2494.	2479.	2523.	50.00	40.00	70.73	25.00	30.00	19.51	12.50	21.67	4.88	12.50	8.33	4.88
Grade 4	2520.	2500.	2510.	47.27	30.19	32.20	21.82	24.53	27.12	10.91	26.42	32.20	20.00	18.87	8.47
Grade 5	2546.	2570.	2555.	43.18	58.49	47.83	18.18	11.32	15.22	22.73	13.21	17.39	15.91	16.98	19.57
All Grades	N/A	N/A	N/A	46.76	42.77	47.95	21.58	22.29	21.23	15.11	20.48	19.86	16.55	14.46	10.96

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	67.50	55.00	78.05	22.50	28.33	17.07	10.00	16.67	4.88
Grade 4	52.73	33.96	38.98	21.82	33.96	47.46	25.45	32.08	13.56
Grade 5	47.73	60.38	45.65	22.73	18.87	30.43	29.55	20.75	23.91
All Grades	55.40	50.00	52.05	22.30	27.11	33.56	22.30	22.89	14.38

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	50.00	48.33	70.73	32.50	40.00	21.95	17.50	11.67	7.32
Grade 4	50.91	32.08	38.98	27.27	50.94	47.46	21.82	16.98	13.56
Grade 5	40.91	56.60	43.48	40.91	22.64	36.96	18.18	20.75	19.57
All Grades	47.48	45.78	49.32	33.09	37.95	36.99	19.42	16.27	13.70

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 3</b>	55.00	48.33	70.73	32.50	50.00	21.95	12.50	1.67	7.32
<b>Grade 4</b>	52.73	45.28	40.68	25.45	30.19	44.07	21.82	24.53	15.25
<b>Grade 5</b>	40.91	56.60	39.13	40.91	28.30	39.13	18.18	15.09	21.74
<b>All Grades</b>	49.64	50.00	48.63	32.37	36.75	36.30	17.99	13.25	15.07

**Conclusions based on this data:**

1. Math overall scores improved by 4.07% in 2018- 2019. In 2017- 2018, 65.06% Met or Exceeded the Standard for Math. In 2018- 2019, 69.18% Met or Exceeded the Standard for Math
2. In 2018- 2019, between 95 and 100% of the students took the SBAC test for Math.
3. In 2018- 2019, 10.96% overall did not meet the standard in Math

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	4
Grade 1	*	*	*	*	*	*	*	4
Grade 2	*	*	*	*	*	*	*	4
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	4
Grade 5	*	*	*	*	*	*	*	*
All Grades							27	21

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*		*	*	*
1	*	*	*	*	*	*		*	*	*
2		*	*	*		*	*	*	*	*
3		*	*	*	*	*		*	*	*
4	*	*	*	*		*		*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	40.74	14.29	40.74	57.14	*	19.05	*	9.52	27	21

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*	*	*		*	*	*
1	*	*	*	*	*	*		*	*	*
2	*	*		*	*	*		*	*	*
5	*	*	*	*		*		*	*	*
All Grades	55.56	47.62	*	28.57	*	14.29		9.52	27	21

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
3		*	*	*	*	*	*	*	*	*
4		*	*	*	*	*		*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	*	9.52	*	42.86	*	33.33	*	14.29	27	21

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
5	*	*	*	*	*	*	*	*	
All Grades	59.26	28.57	*	61.90	*	9.52	27	21	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	77.78	52.38	*	38.10	*	9.52	27	21	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
1	*	*	*	*	*	*	*	*	
All Grades	*	23.81	51.85	52.38	*	23.81	27	21	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	*	*	*	*	*	*	*	
All Grades	*	19.05	62.96	66.67	*	14.29	27	21	

**Conclusions based on this data:**

1. According to our ELPAC data, our students scored better in Oral Language, Speaking, and Listening than they did in Reading and Writing on this assessment.

2. This matches other sources of assessment data in that writing is one of more challenging areas for students to master, especially our English Language Learners.
3. We are continuing to work on ways of providing ongoing, integrated writing support to our English Language Learners both in and out of the classroom. In 2018- 2019 there were 21 Emerson students identified as English Learners

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2018-19 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>320</b>	<b>35.0</b>	<b>9.4</b>	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	30	9.4
Homeless	12	3.8
Socioeconomically Disadvantaged	112	35.0
Students with Disabilities	31	9.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	42	13.1
American Indian	1	0.3
Asian	31	9.7
Filipino	4	1.3
Hispanic	55	17.2
Two or More Races	56	17.5
White	131	40.9

### Conclusions based on this data:





1. While this is not reflected on the chart above, the number of students qualifying for free and reduced numbers has been gradually decreasing over time, from consistently over 50% to 35% in 2018- 2019.
2. Our total enrollment remains fairly constant at about 320 students.
3. Our largest subgroup of students is White students at 40.9%, followed by 17.2% Hispanic, 17.5% Two or More Races, 13.1% African American, and 9.7% Asian



# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457"><b>English Language Arts</b></p>  <p data-bbox="305 506 360 533">Blue</p>	<p data-bbox="673 426 950 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="764 506 852 533">Orange</p>	<p data-bbox="1177 426 1396 457"><b>Suspension Rate</b></p>  <p data-bbox="1242 506 1331 533">Yellow</p>
<p data-bbox="251 623 414 655"><b>Mathematics</b></p>  <p data-bbox="305 703 360 730">Blue</p>		

### Conclusions based on this data:

1. We are in the blue zone in all academic areas demonstrating that we are maintaining the gains we have made.
2. We are in the orange zone in chronic absenteeism. Therefore, this is an area that must be addressed with a site improvement goal.
3. Our suspension data is currently yellow zone, which reflects that behavioral supports and interventions are necessary

# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Blue 57.6 points above standard Increased ++6.7 points 145	<p><b>English Learners</b></p>  No Performance Color 2.7 points above standard Increased ++12.9 points 16	<p><b>Foster Youth</b></p>  No Performance Color 0 Students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 1 points below standard Maintained -1.1 points 50	<p><b>Students with Disabilities</b></p>  No Performance Color 59.1 points below standard Increased ++7.5 points 17

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 14.2 points below standard Increased Significantly ++36.8 points 20	 No Performance Color 0 Students	 No Performance Color 35.1 points above standard Declined -9.7 points 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 12.4 points above standard Increased ++13.3 points 25	 No Performance Color 97.8 points above standard Declined -11.9 points 24	 No Performance Color 0 Students	 Green 87.3 points above standard Declined -13.3 points 62

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 10	Less than 11 Students - Data Not Displayed for Privacy 6	65.7 points above standard Increased ++4.9 points 119

**Conclusions based on this data:**

- Overall, Emerson students are in the blue category in ELA, and 57.6 points above the standard. This score increased by 6.7 points from the previous year. The student groups who experienced an increase were English Learners, Students with Disabilities, African American, Hispanic, and English only. The scores of White students, Two or More Races and Asian students declined. White students are in the green category, with 87.3 points above the standard and a decline of 13.3 points from the year before.
- There are not enough African American students to indicate a dashboard color; however overall the group is 14.2 points below the standard, with a 36.8 point increase from the year below. Hispanic students are not a large enough group to indicate a dashboard color; however overall the group is 12.4 points above the standard, with an increase of 13.3 points from the year before.
- Socioeconomically disadvantaged students are in the yellow category, with one point below the standard, which was maintained from the year before

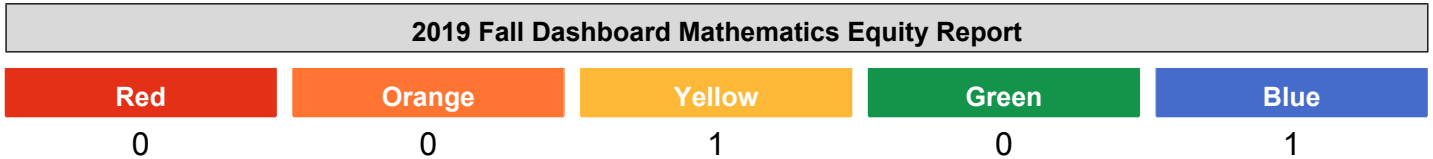
# School and Student Performance Data

## Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Blue 43.4 points above standard Increased ++9.8 points 145	<p><b>English Learners</b></p>  No Performance Color 35.1 points below standard Declined -12.4 points 17	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 22.4 points below standard Declined -4.9 points 50	<p><b>Students with Disabilities</b></p>  No Performance Color 48.2 points below standard Increased Significantly ++23.2 points 16

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 44.8 points below standard Maintained -2.9 points 20		 No Performance Color 10.6 points below standard Declined Significantly -29.7 points 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 9.4 points above standard Increased Significantly ++21.7 points 24	 No Performance Color 84.8 points above standard Maintained ++2.5 points 24		 Blue 79.6 points above standard Maintained -1.3 points 62

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
38.1 points below standard Declined -3.1 points 11	Less than 11 Students - Data Not Displayed for Privacy 6	54.9 points above standard Increased ++11.3 points 118

#### Conclusions based on this data:

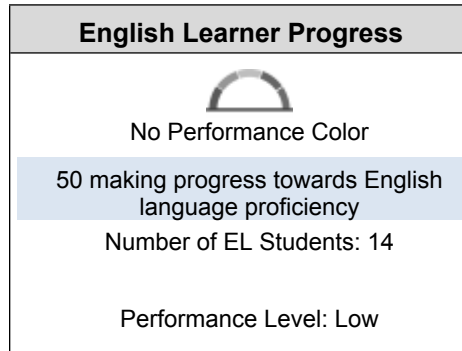
- Overall, Emerson students qualified as blue in Math, with 43.4 points above the standard and a 9.8 increase from the previous year. Students with disabilities, Hispanics, English only and students with Two or More Races all increased overall scores.
- Although the Asian student group is not large enough to have a dashboard color indicator, they declined significantly by 29.7 points, placing them at 10.6 points below the standard. Current English Learners Declined by 3.1 points while performing at 38.1 points below the standard. Socioeconomically disadvantaged students declined, with a yellow indicator, and an overall of 22.4 below the standard.
- White students qualified as Blue, maintaining with 79.6 points above the standard. American students maintained, along with students of Two or More Races

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
28.5	21.4		

#### Conclusions based on this data:

1. Emerson has a small number of EL students, who are not reflected on the color dashboard indicator. Currently, the EL students are performing at a low level
2. 4 students decreased one EL Level, while 3 maintained.
3. 7 students progressed at least one EL level

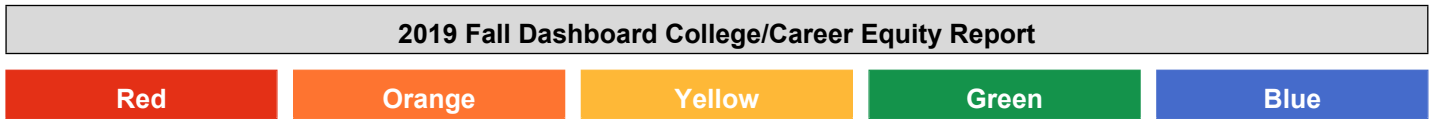
# School and Student Performance Data

## Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

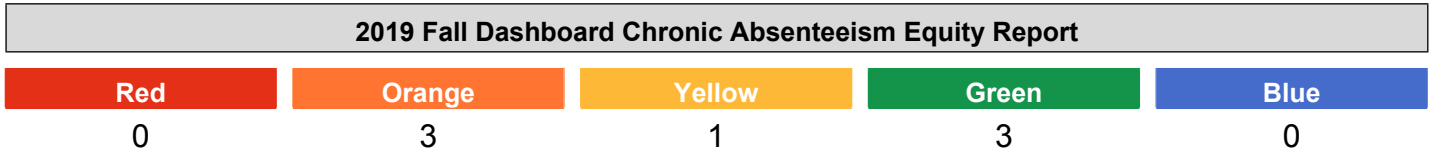
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Orange <p>8</p> <p>Increased +1.1</p> <p>326</p>	<p><b>English Learners</b></p>  Green <p>6.7</p> <p>Declined -0.8</p> <p>30</p>	<p><b>Foster Youth</b></p>  No Performance Color <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p><b>Homeless</b></p>  No Performance Color <p>18.2</p> <p>Declined -9.1</p> <p>11</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Orange <p>13.3</p> <p>Increased +3</p> <p>113</p>	<p><b>Students with Disabilities</b></p>  Green <p>8.3</p> <p>Declined -3.1</p> <p>36</p>



**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 18.2 Increased +2.3 44	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 18.8 Increased +5 32	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 5.5 Maintained +0.4 55	 Orange 5.4 Increased +5.4 56	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 4.5 Declined -1.5 134

**Conclusions based on this data:**

- Overall, Emerson dashboard indicator is orange, a 1 point increase in chronic absenteeism. African American, Two or More Races and Socioeconomically disadvantaged student indicator is orange, with a small increase for each group.
- English learner and Student with Disabilities dashboard indicator is green, which reflects a small decline in both groups.
- White student dashboard indicator is green, with a small decline. Hispanic student dashboard indicator is orange, which is maintained with a .4 increase. Attendance continues to be a challenge at Emerson Elementary

# School and Student Performance Data

## Academic Engagement Graduation Rate

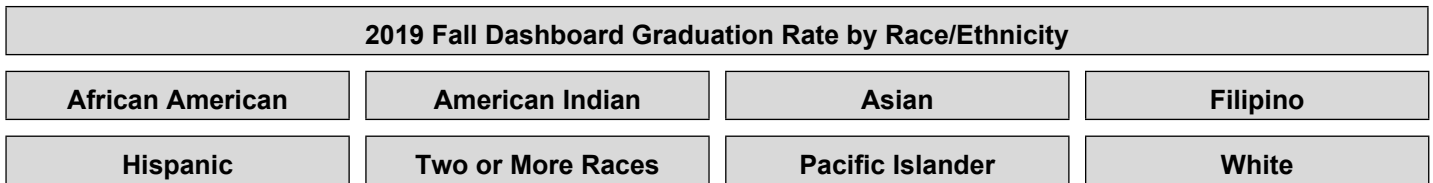
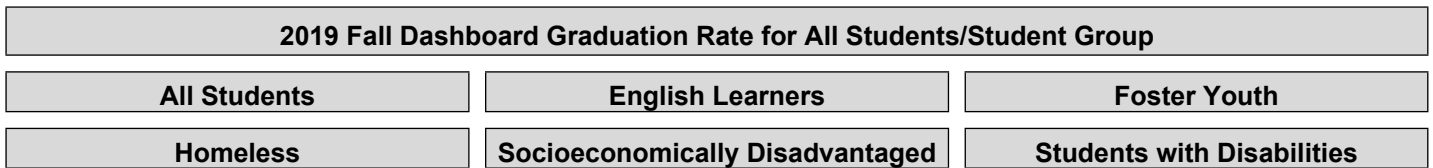
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

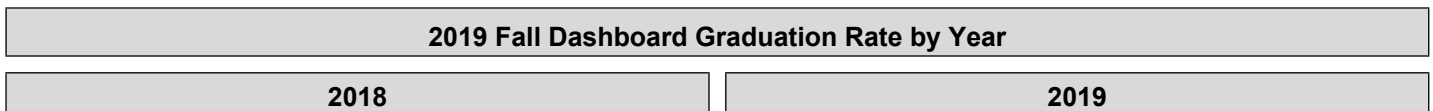
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



### Conclusions based on this data:

1. Graduation data is not included for elementary schools.

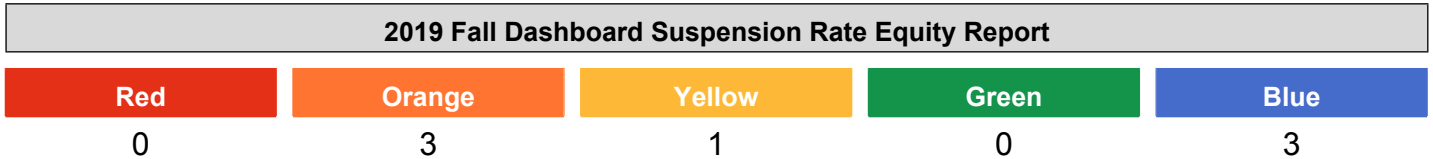
# School and Student Performance Data

## Conditions & Climate Suspension Rate






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 0.6 Increased +0.6 329	 Blue 0 Maintained 0 31	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Maintained 0 12	 Orange 1.8 Increased +1.8 114	 Orange 2.8 Increased +2.8 36

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0 Maintained 0 44	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 0 Maintained 0 32	 No Performance Color Less than 11 Students - Data 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.8 Increased +1.8 56	 Blue 0 Maintained 0 57	 No Performance Color 0 Maintained 0 32	 Yellow 0.7 Increased +0.7 135

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
0	0	0.6

**Conclusions based on this data:**

1. Overall, suspension indicator for Emerson is yellow, with a .6 increase in the number of suspensions. Whites students
2. Hispanic, socioeconomically disadvantaged and students with disabilities suspension indicator is orange. For each of these categories the suspension indicator increased.
3. English Learners, African American, Two or More Races and English Learners students are blue on the dashboard indicator which maintained at that level

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

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

## Goal 1

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local and District Assessments, STAR and SBA data, and other teacher-designed assessments and measures of progress. COST reports of student progress	In 2018- 2019, 71.91% and 69.18% of All students Exceeded or Met Standard and 17.81% and 19.86% Nearly Met Standard on SBA in ELA and Math respectively.	Increase by 5% points the number of students Exceeding, Meeting, and/or Nearly Meeting Standard on SBA in ELA and Math.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Emerson teachers and staff will ensure implementation of high quality, balanced English Language Arts (ELA) and Math programs using district adopted curriculum and best practices (the Teachers College Reading and Writing Program along with phonics and word work, spelling activities for ELA and Eureka math). Teachers will continue to transition to Next Generation Science Standards for Science.

This activity will be supported by our Literacy Coach: .25 FTE at the cost of \$32,679 funded by BSEP.

Teachers will attend district-wide and site-based training led by literacy and math coaches as well as site and district teacher leaders as we implement Common Core standards. Teachers will be released to observe other teachers on-site and at other schools and to take sub days to meet, plan,

and coordinate curriculum and instruction. Teachers will meet and plan in Professional Learning Communities during team and staff meetings to use quantitative and qualitative data and knowledge of students' academic readiness, language proficiency, cultural background, and individual development to create engaging and challenging learning experiences for all children. Teachers will collaborate frequently to develop instructional practices that draw from students' cultures and personal experiences to improve the delivery of culturally relevant pedagogy. This activity will be supported through the use of sub days - 32 days @ \$205/day at a cost of \$6,500 funded by BSEP carryover funds from the 2020- 2021 school year.

Teachers and classified staff will collaborate at meetings, annual retreat and staff trainings. Identified Classified staff will also be paid hourly to participate in PBIS planning meeting, professional development sessions, and other collaboration meetings. This activity will be supported by Classified Hourly pay for Professional Development at a cost of \$1,000 funded by BSEP funds.

\$1000 will be allocated from BSEP for Teacher hourly work for PD/ Curriculum Development & support of the school functions/ programs.  
 \$1000 will be allocated from BSET Carryover for classified hourly office support work in support of the school functions/ programs.

All appropriate and necessary materials, supplies, equipment, technology (for students and staff) hardware and software licenses, and furniture will be purchased. This activity will be supported by BSEP funds for materials and supplies in the amount of \$9,530, and \$5,000 in projected BSEP 2020-2021 carryover.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
32,679	BSEP
6500	BSEP Carryover
1000	BSEP
9530	BSEP
5000	BSEP Carryover
1,000	BSEP
1,000	BSEP Carryover

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students and students working below grade level with specific focus on EL, SEC, Foster Youth, African American and Hispanic/Latino Students, and Students with Disabilities

Strategy/Activity

Students will be identified for extra support and targeted instruction on an ongoing basis through a review of performance and behavior data/information at (PLC), snapshot, grade level and Coordination of Services (COS) Team Meetings. At COST, Interventions will be coordinated by the Emerson Intervention Team comprised of RTI teacher, Literacy Coach, ELD teacher, Special Education and classroom teachers, Therapist, Family Equity and Engagement (FEE) coordinator, and principal. Parent input and involvement will be sought at parent-teacher conferences and the Student Study Team (SST) meetings. The team will identify areas of need for individuals and small groups of students and will coordinate intervention plans based on those needs. Intervention staff will collaborate with teachers during team and staff meetings to track the progress of students throughout the school year.

This activity will be supported by our Response to Intervention Teacher (RTI) .43 FTE at a cost of \$50,245 in BSEP funds and \$19,674 in Title I funds. In case of a rise in personnel costs, and extra \$4146 from BSEP funds will be set aside in reserve costs, and an additional \$1989 in Title 1 Reserve Funds.

Intervention for students in grades 1-5 will be provided during the school day by Literacy Coach, RTI, and ELD Teachers, Special Education Staff, Classroom Teachers, Tutors, and volunteers. After school instruction will be provided (when teachers are available) in reading, writing, and/or math.

This activity will be supported by a District Allocation in the amount of \$unknown.

Intervention for students in K will be provided by a K tutor (if one can be hired) at a cost of \$1,500 in BSEP carryover funds.

Additional one on one after school support will be provided through BUILD tutors assigned to target students. SAGE tutors will provide students with extra support during homework center based on need. The RTI will coordinate and supervise BUILD and SAGE tutors after school. Tutors will be trained in best tutoring practices by BUILD coordinator and Literacy Coach. Teachers and staff will also provide targeted after school instruction throughout the school year. A teacher will be paid hourly to coordinate and supervise all BUILD tutors.

This activity will be supported by teacher hourly pay in the amount of \$1,500 for the year funded by BSEP funds.

This activity will be supported by Kids World/LEARNS contribution in the amount of \$unknown from the District Allocation.

Kids' World staff will provide a safe and enriched learning environment for students from all grade levels. Enrichment opportunities will be provided for all students and Kids' World staff will communicate with classroom teachers about homework and needed skill development, including the use of chromebooks for upper grade students. BUILD, SAGE, and other tutors may further support the homework hour by working with individual Kids' World students. Key Kids' World staff will attend PBIS trainings and will implement PBIS in the after school program.

Behavioral health support will be provided to target students - see Goal 3.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

50,245	BSEP
19,674	Title I A - Basic Funding
4146	BSEP
	District Allocation
1500	BSEP Carryover
1989	Title I A - Basic Funding
	District Allocation
1500	BSEP

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Emerson teachers and staff will ensure that all students receive a well rounded instructional program including weekly art and music instruction from credentialed teachers. Art instruction will be standards-based and will be correlated with classroom instruction. Music classes will include vocal, rhythm, and instrumental instruction dependent on grade level.

This activity will be supported by our Art Teacher. PTA will fund .24 FTE (6 enrichment periods) at a cost of \$22,904 and District will fund .32 FTE, so that all Kindergarten through 5th-grade students will participate in Art class.

Students will participate in physical education and gardening classes which will focus on building life long habits of health, well being, and sustainability. All students in 1-5 will have PE two times a week.

This activity will be supported by our PE teacher at 1.0 FTE. PTA will fund .36 FTE at a cost of \$39,050 and District will fund .64 FTE.

In case of an increase in costs, an additional allocation will be set aside as an unallocated reserve in PTA funds.

A collaboration between Kids' World and the PTA will provide additional opportunities for enrichment such as chess, cooking, music and Lego classes.

Materials will be provided for art, physical education, and other classes. An alternative to the yard play, the Discovery Zone, will be implemented and supplied by the site through carryover funds. See above for funding.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

22,904

PTA



39,050	PTA
	Other

# Annual Review

## SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All the strategies and activities under this goal are working well. All students are being provided with high quality classroom curriculum and instruction along with academic interventions to eliminate barriers to student success. Students are also provided with instruction and enrichment in the areas of art, music, and physical education by trained, credentialed teachers.. Academic interventions are provided in a focused and need-based manner based on ongoing data and case management.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

While interventions are provided in a focused and need based manner, there is never adequate time in the school day nor sufficient personnel to provide enough support the needs of each and every child to the extent desired.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In order to provide additional support to students, we will continue to fund the RTI teacher by to 1.0 FTE and EL teacher to .50 FTE in Goal 1, strategy 2. This will provide additional service days and case management for focal students.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

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

## Goal 2

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC data, PBIS data, and analysis of staff training and use of Equity and intervention strategies in the classroom and throughout the school day.	In 18-19, overall, 71% of our English Learners maintained or progressed toward proficiency on the ELPAC. Equity training was provided to all credentialed and some classified staff at monthly staff meetings throughout the school year. Hispanic, socioeconomically disadvantaged, and students with disabilities suspension indicator is orange. For each of these categories, the suspension indicator increased.	English Learners should gain proficiency level each year. Reduce the number of out of school suspensions for student groups who fall into the orange indicator category, changing the indicator to yellow.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

### Strategy/Activity

English Language Development (ELD) Teacher will ensure that every English Learner receives ELD instruction at the appropriate level through push in, pull out, and/or classroom teacher guided

groups. ELD instruction will address the reading, writing, listening and speaking language needs of students. ELD teacher will assess all EL students annually using the ELPAC; will track student growth over the course of the year and will report progress to parents three times a year during trimester report card periods. ELD Teacher and staff will also monitor the progress of every EL student in English against the goal that each student is gaining at least one ELPAC level a year and that students are reaching proficiency. ELD teacher will collaborate regularly with COS team and other intervention staff to monitor the effectiveness of instruction, intervention, and support. EL teacher will host parent meetings to gain parent input and provide support and resources. This activity will be supported by the ELD Teacher: Title 1 .10; District FTE - .40 at a cost of \$12,234 from Title 1 funding. All necessary materials, supplies and software will be purchased. See Goal 1.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,234	Title I A - Basic Funding
	Other

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students with focus on students of color, students who qualify for free or reduced price meals, EL students, and Foster youth.

**Strategy/Activity**

Teachers will continue to use strategies, materials, and instruction that engage and support all learners. Teachers will use high Equity Strategies to support and engage students of color. Teachers will collaborate frequently to develop instructional practices that draw from students' cultures and personal experiences to improve the delivery of culturally relevant pedagogy.

The Equity TSA's will work collaboratively with the staff to lead our work in this area and we will devote the equivalent of one hour month of staff meeting time to the this work. We will continue reading books together and engaging in training, such as Restorative Practices training, to improve our practices.

With the support of the Equity Teacher Leader, staff will engage regularly in equity-based learning activities, read articles, review data (use of equity strategies with students from target groups and office referrals), and use equity and data tools to identify student and staff needs in order create a more welcoming and engaging environment for all students.

This strategy will be supported through the purchase of all necessary materials and supplies. See Goal 1.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students with focus on students of color, students who qualify for free or reduced price meals, EL students, and Foster youth.

#### Strategy/Activity

Implementation of School-wide Positive Behavior Interventions and Support (PBIS): The school's classroom rules, procedures, and behavior management polices will be written, explained, practiced, and supported with sensitivity towards all student's emotional health as well as cultural and linguistic differences. With the support and guidance of Equity Lead Teacher, RTI/PBIS lead teacher, and Family Equity coordinator, staff will reflect on and improve school wide practices and procedures. The School Principal will seek student input through a Student Advisory Committee, which will meet regularly with the Principal and OFEE Coordinator.

Whole school and classroom behavior expectations will be posted, explicitly taught, reviewed, and recognized. Our PBIS team will meet monthly to review positive behavior policies and practice, monitor progress and to review student data and identify problem areas. Data will be reviewed by the COS Team and shared at staff meetings so that practices can be adjusted and interventions provided. Individual Behavior Plans will be written in a proactive manner for identified students. CBG's (Caught Being Good Passes) will be used school wide to reinforce and encourage positive behavior. Fifth grade students will continue to be trained as "RJ" (Restorative Justice) coaches to support positive behavior on the school yard. Kids' World and other classified staff will attend PBIS and other positive behavior trainings with credentialed staff and will implement PBIS school wide. This strategy will be supported by the RTI teacher, see Goal 1, and hourly pay for classified staff, see Goal 1.

Site will hold monthly All School Meetings for the primary purpose of building community. Student performances, special events and calendar announcements, CBG count and Shout Out certificates will take place at All School Meetings. Special Assemblies focused on the Performing Arts and Cultural Celebrations/Recognitions will be scheduled for Friday assemblies.

Plan meeting in conjunction with PTA so that parents are more aware of and involved in the positive behavior practices, strategies and outcomes. Parents will learn about PBIS, CBS's, Toolbox, Welcoming Schools, in order to collaborate with the school and reinforce strategies at home.

Site will review safety and emergency procedures on an ongoing basis and will hold monthly drills. Safety committee will meet to plan drills, staff meeting activities and update Safety Plan goals. Staff meeting time will be used periodically to review contents of Emergency Backpacks and Emergency Container and restock supplies as needed.

This strategy will be supported through the purchase of all necessary materials and supplies. see Goal 1

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students with focus on students of color, students who qualify for free or reduced price meals, EL students, and Foster youth.

#### **Strategy/Activity**

Staff will collaborate to plan and use the Toolbox and Restorative Practices strategies and curriculum to teach social emotional regulation skills to students.

Staff will post "Tools" in the classrooms and integrate the use of tools into daily instruction through read alouds, real life problem-solving situations, conflict resolution, and individual target student behavior support. Staff will use Restorative Circles and Practices to build community and repair harms. Students will be trained by the Principal and Coach to be Restorative Practice Leaders in the lunchroom and play yard.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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### **Strategy/Activity 5**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students with focus on students of color, students who qualify for free or reduced price meals, EL students, and Foster youth.

#### **Strategy/Activity**

Clerical Office Assistant will be in the front office the majority of the school day to assist with office duties, help teachers prep and copy materials, and assist in the front office to welcome and support families. The Assistant will support the principal and secretary in ordering, inventorying, storing and distributing supplies.

This activity will be supported by the funding of a Clerical Assistant, FTE .67 at a cost of \$39,509 from PTA funds. A fund of \$5,073 will be set aside in PTA reserves for unforeseen employment costs.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
39,509	PTA
5,073	PTA

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The site is effectively working toward ending the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In 18-19, the staff spent extensive staff meeting time working with the SEEDS organization to make sure that our internal systems are responsive to the needs of all teaching staff and to make sure that our discipline systems were supportive of a Restorative Justice framework rather than a punitive, consequence based system of responding to student behaviors.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Unfortunately, due to change in personnel and resulting individual staff costs, we will need to reduce the FTE for our ELD teacher from .60 in 18-19 to .50 in 19-20, see Goal 2, Activity 1. With the support of the PTA, we intend to maintain the ELD teacher at .50 from 2020- 2021 to 2021-2022.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

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

## Goal 3

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

## Identified Need

Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn. Monitor and increase student attendance.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent engagement survey results, attendance reports, SART and SARB meetings and data, and review of COST data.	90% of respondent parents share positive responses in the annual survey. SART meetings are regularly scheduled for focal students, and SARB meetings are held for high-risk cases. Overall, the Emerson dashboard indicator for Attendance is orange, with a 1 point increase in chronic absenteeism. African American, Two or More Races and Socioeconomically disadvantaged student indicator are orange, with a small increase for each group.	Increased participation in the parent engagement survey, to include 80% of the a parent population. The Attendance Dashboard indicator will indicate yellow, with increases in daily matriculation for African American, Two or More Races and Socioeconomically disadvantaged student groups.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with focus on students of color, students who qualify for free or reduced price meals, EL students, students who identify as LGBTQ and Foster youth.

Strategy/Activity

Teachers, staff, and parents will plan and articulate strategies for parent involvement and include them in the site plan.

Emerson School will have a Family Equity and Engagement (FEE) Coordinator who will interact with individuals from diverse cultural, racial/ethnic, and socioeconomic backgrounds to help families navigate the school system and related social services.

This strategy will be supported by a .50 FTE FEE coordinator.

The FEE Coordinator will be onsite and will have a dedicated space from which to outreach to and communicate with families to increase engagement and involvement, coordinate and provide support and resources for students and families, work with families to improve attendance and coordinate with staff to better serve students and families.

Staff will solicit parent input through parent surveys and diverse parent guardian target groups, including groups such as the PTA sponsored Equity Study Circle. Based on parent interest and student need, staff will provide parent workshops, educational events on topics identified as important through parent surveys and diverse parent guardian groups. Workshops might include parent education nights on reading, math, writing, homework, positive behavior systems, support for students, special education, etc.

FEE coordinator will attend SART (Student Attendance Review Team) meetings to strategize with staff and families on how to improve target student attendance and support families. FEE coordinator will collaborate with the principal to complete Student Attendance Review Board Packets.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students with focus on students of color, students who qualify for free or reduced price meals, EL students, and Foster youth.

#### **Strategy/Activity**

Organized parent groups, such as the Emerson Equity Study Circle will be trained and supported at our site and district to strengthen their ability to collaborate with administrator and school site staff on issues that impact student achievement and well being.

School Leadership Council members including parents, classified staff, teachers, and principal will attend district training sessions and informational forums throughout the year. Principal will work with SSC and Staff to review and share our Home School Compact.



The site will hold SSC and ELAC meetings to share information, gain parent perspective, and form meaningful partnerships with parents. The FFE coordinator will outreach to families of color to increase involvement and will coordinate with target parents and ELD teacher to schedule and hold a minimum of four ELAC meetings a year.

Principal and staff will collaborate with multiple stakeholders such as After School Coordinator, Student Advisory Committee, FEE office, Literacy Coach, RTI teacher, and ELD teacher to plan and hold family information evenings and assemblies based on interest and need.

This strategy will be supported by the RTI, FEE, Literacy, ELD staff. See Goal 1, 2, and 3 for funding.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students with focus on students of color, students who qualify for free or reduced price meals, EL students, and Foster youth.

#### **Strategy/Activity**

Emerson staff, teachers, and parents will continue to plan and hold school-wide community events such as Back to School Night, Open House, monthly all school meetings, our Winter concert, and PTA sponsored events such as monthly meetings, BBQ's, Walk-a-thon, and culturally based assemblies and activities throughout the year.

The staff will continue to work with the PTA board to coordinate special presentations for PTA meetings such as evenings on writing, cyber-safety etc. Parent communications will continue to be translated. Arabic translation is now available and being used for Bear Facts and other communications.

Staff will continue to recognize outstanding parent service during our annual Cesar Chavez assembly. Student service will be recognized at that assembly as well. Staff and parents will collaborate to plan additional ways to recognize a diverse range of parent involvement and support.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Teachers will continue to use the Welcoming Schools curriculum to ensure that all students, including those that identify as LGBTQ and families feel safe and secure at school. Teachers will meet to plan and then teach lessons from the three Welcoming Schools units focusing on bullying, family diversity and gender stereotyping.

PBIS planning meetings will take place once a month. Classified staff will attend along with credential staff to track student behavioral data and update and modify PBIS plan.

This strategy will be supported by funding of RTI Teacher and hourly pay for classified staff, see goal 1.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with focus on students of color, students who qualify for free or reduced price meals, EL students, and Foster youth.

### Strategy/Activity

Behavioral health support services will be coordinated and provided at school. Site will collaborate with Berkeley Public Mental Health and other service providers so that trained personnel may provide one on one and small group behavior health support services to target students two days a week.

This strategy will be supported by Covid funds in the amount of \$13,000, district allocation in the amount of \$5,000 and BSEP carryover funds in the amount of \$2,000.

FEE coordinator will collaborate with principal, Literacy Coach, RTI teacher, ELD teacher and SPED and classroom teachers to plan events to inform parents of programs, curriculum and instruction, assessments and to encourage support at home. Events such as Literacy Night, Books and Cookies, Summer Reading Book Giveaway, ELAC meetings, and other events will be supported through the use of Title I parent involvement funds in the amount of \$492.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
13,000	Other
5,000	District Allocation
2,000	BSEP Carryover
492	Title I A - Parent Involvement

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Emerson staff is making good progress toward ensuring that all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn. According to the results of our annual Family Engagement and School Climate Survey, 80-90% of families strongly agree or agree that our school climate is positive; 90% strongly agree or agree that their children feel safe at school; and 97% of our families feel that they have good awareness of school-sponsored activities and 88% participation.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In 19-20 the PTA successfully continued Equity Circles despite challenges in coordination and recruitment the prior year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to make a concerted effort to have more families of color participate in the annual survey.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$275,025.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
BSEP	\$100,100.00
BSEP Carryover	\$16,000.00
District Allocation	\$5,000.00
Other	\$13,000.00
PTA	\$106,536.00
Title I A - Basic Funding	\$33,897.00
Title I A - Parent Involvement	\$492.00

Subtotal of state or local funds included for this school: \$275,025.00

Total of federal, state, and/or local funds for this school: \$275,025.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Jana Holmes	Principal
Anna Stuppi	Classroom Teacher
Taylor Totten	Classroom Teacher
Lily Howell	Other School Staff
Kyla Portugal	Classroom Teacher
Betsy Hayes	Parent or Community Member
Johnathon Weisglass	Parent or Community Member
Katie Campbell Lewis	Classroom Teacher
Elizabeth Harvey	Parent or Community Member
Kenneth Berland	Parent or Community Member
Forrest Bell	Parent or Community Member
Shawna Matilla	Parent or Community Member
Shawna Matilla	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

## Signature

## Committee or Advisory Group Name

English Learner Advisory Committee

Special Education Advisory Committee

Other: PTA and classroom teachers.

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4/21/2021.

Attested:



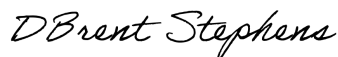
Principal, Jana Holmes on 4/21/21



SSC Chairperson, Betsy Hayes on 4/21/21



Natasha Beery, Director of BSEP and Community Relations



Dr. Brent Stephens, Superintendent of Schools



**BUDGET SUMMARY 2021-22**

Emerson 113 4/13/21	Goal/ Strategy	Obj Code	BSEP Site Funds Resource 0752		Title I Resource 3010		COVID ONE- TIME RESOURCES		LCAP Resource 0500		PTA Resource 9110 (DDF 906)		Other Resources		Sum of FTE
			BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	
<b>Budget Item</b>															
Literacy Coach	1/1	1102	32,679	0.25									0.75		1.00
RTI Teacher	1/2	1102	50,245	0.43	19,674	0.17				0.40					1.00
ELD Teacher	2/1	1102			12,234	0.10				0.40					0.50
Teacher Hourly Curriculum/PD/Extra Duty	1/1	1116	1,000												
Behavioral Health	3/5	5800					13,000						5,000		0.00
Classified Hourly (Prof Develop)	1/1	2116	1,000												0.00
Certificated Hourly-BUILD Supervision	1/2	1116	1,500												0.00
Parent Involvement	3/5				492										0.00
Materials and Supplies	1/1	4300	9,530												0.00
Art Teacher	1/3	1102									22,904	0.24		0.32	0.56
Clerical Assitant II	2/5	2402									39,509	0.67			0.67
PE Teacher	1/3	1102									39,050	0.36		0.64	1.00
<b>Unallocated Reserve</b>	1/2, 2/5		4,146		1,989						5,073				0.00
<b>Total Expenditures</b>			100,100		34,389				0.80		106,536		5,000		
<b>Revenue Allocation</b>			<u>100,100</u>		<u>34,389</u>						106,536				
			0		0										

**Carryover Priorities**

Certificated Subs	1/1	6,500
Classified Hourly (K Tutoring)	1/2	1,500
Classified Hourly Office Support	1/1	1,000
Materials & Supplies	1/1	5,000
Mental Health Contract	3/5	2,000
<b>Total Carryover Priorities</b>		<u>16,000</u>