

School Year: **2023-24**

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 | 01-61143-6090211 | May 11, 2023 | June 7, 2023 |

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
Additional Targeted Support and Improvement

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 during the 2023- 2024 school year.

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 5th Grade Student Engagement survey in the Spring of 2022:

- a. hear our community's concerns, needs, and experiences regarding school culture, climate, home/school partnership, and communications;
- b. obtain 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.

Other venues for information sharing and input:

Monthly PTA meetings
Monthly School School Site 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 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 district-approved Teachers' College Reading and Writing Workshop program. Phonics instruction is provided through the district-approved Fast Track Phonic 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, in the yard, and throughout the school. Staff have been trained in the Toolbox curriculum to support 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. On Fridays, students are randomly selected to visit the Principal's office for an encouraging positive behavior reward.
- 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 has participated in the six-week Emerson Equity Circle Seminar taught by a PTA-sponsored Equity Consultant. In addition, staff meetings have incorporated Equity work led by the district Equity Teacher Lead and an Educational 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. Students in Kindergarten, Grades 1 and 2 take the DIBELS (Literary Assessment) three times a year.

The assessment information is gathered and shared in spreadsheets, data walls and at COST meetings. Assessment 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. Parents are provided with copies of their child's assessment results.

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 SMART goal for focal students who are not yet meeting standards, 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 ESEA 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 literacy instruction and assessments as well as ways to enhance and extend our reading and phonics instruction. The staff has also been introduced to strategies to support students with Dyslexia and other Reading Challenges.

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, 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 of 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 a case manager to intervention students, and acts as a resource to teachers who are struggling with particular students. The RTI teacher also serves as the Assessment Coordinator.

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, review materials, and 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, setting 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/literacy, 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 multiple 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 staff 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. An English Learner Parent attends the District English Learner Parent Meeting to advocate and learn about resources for students. 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.

Educational Partner 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 Council (SSC) was established through an election process in August /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. During the 2022- 2023 School Year, we completely lost all our Title I funds and were hard hard-pressed to adequately meet the intervention needs of the students at our school. For the 2023-2024 School year, the number of free/reduced lunch students rose about 30% and Emerson is now again receiving Title 1 funds, calculated by the district office. We plan to allocate these additional funds in support of our intervention program, such as English Learner support.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|------------|------------|
| Grade | Number of Students | | |
| | 20-21 | 21-22 | 22-23 |
| Kindergarten | 50 | 43 | 42 |
| Grade 1 | 46 | 49 | 40 |
| Grade 2 | 61 | 40 | 48 |
| Grade3 | 45 | 53 | 43 |
| Grade 4 | 58 | 45 | 53 |
| Grade 5 | 48 | 51 | 44 |
| Total Enrollment | 308 | 281 | 270 |

Conclusions based on this data:

1. The three primary subgroups of students at Emerson are Two or More Races, Hispanic and African American.
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 Two or More Races at 16%, followed by Latino at 15% and African American at 7%.
3. The overall enrollment of Emerson has declined, 3 years in a row.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|-----------------------------------------------|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| English Learners | 18 | 25 | 24 | 5.80% | 8.9% | 8.9% |
| Fluent English Proficient (FEP) | 20 | 14 | 21 | 6.50% | 5.0% | 7.8% |
| Reclassified Fluent English Proficient (RFEP) | 2 | | | 11.1% | | |

Conclusions based on this data:

1. Emerson's number of English Language Learners has decreased in accordance with the drop in enrollment school wide.
2. The percentage of Fluent English Proficient speakers has varied between approximately 6 to 8% in the past three years.
3. For the 2022- 2023 school year, the number of English Learner students was 20, or 7% of the school population.

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 | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 40 | 54 | | 0 | 53 | | 0 | 53 | | 0.0 | 98.1 | |
| Grade 4 | 47 | 46 | | 0 | 45 | | 0 | 45 | | 0.0 | 97.8 | |
| Grade 5 | 38 | 50 | | 0 | 50 | | 0 | 50 | | 0.0 | 100.0 | |
| All Grades | 125 | 150 | | 0 | 148 | | 0 | 148 | | 0.0 | 98.7 | |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 2489. | | | 54.72 | | | 22.64 | | | 5.66 | | | 16.98 | |
| Grade 4 | | 2516. | | | 51.11 | | | 13.33 | | | 24.44 | | | 11.11 | |
| Grade 5 | | 2562. | | | 50.00 | | | 26.00 | | | 10.00 | | | 14.00 | |
| All Grades | N/A | N/A | N/A | | 52.03 | | | 20.95 | | | 12.84 | | | 14.19 | |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | | |
|----------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|--|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | |
| Grade 3 | | 52.83 | | | 37.74 | | | 9.43 | | |
| Grade 4 | | 33.33 | | | 60.00 | | | 6.67 | | |
| Grade 5 | | 46.00 | | | 46.00 | | | 8.00 | | |
| All Grades | | 44.59 | | | 47.30 | | | 8.11 | | |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 49.06 | | | 41.51 | | | 9.43 | |
| Grade 4 | | 40.00 | | | 53.33 | | | 6.67 | |
| Grade 5 | | 44.00 | | | 42.00 | | | 14.00 | |
| All Grades | | 44.59 | | | 45.27 | | | 10.14 | |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|-----------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 28.30 | | | 64.15 | | | 7.55 | |
| Grade 4 | | 24.44 | | | 73.33 | | | 2.22 | |
| Grade 5 | | 22.00 | | | 66.00 | | | 12.00 | |
| All Grades | | 25.00 | | | 67.57 | | | 7.43 | |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 33.96 | | | 56.60 | | | 9.43 | |
| Grade 4 | | 24.44 | | | 73.33 | | | 2.22 | |
| Grade 5 | | 48.00 | | | 38.00 | | | 14.00 | |
| All Grades | | 35.81 | | | 55.41 | | | 8.78 | |

Conclusions based on this data:

1. Overall, 72% of our students in all grades are At or Near Standard, or Above Standard in ELA over the course of the most recent years with CAASP results.
2. Fewer than 15% of students in All Grades did not meet the standard. 12% nearly met the standard.
3. In 2021- 2022, 98% of the students completed the CAASPP assessment for ELA.

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 | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 40 | 54 | | 0 | 54 | | 0 | 54 | | 0.0 | 100.0 | |
| Grade 4 | 47 | 46 | | 0 | 45 | | 0 | 45 | | 0.0 | 97.8 | |
| Grade 5 | 38 | 50 | | 0 | 48 | | 0 | 48 | | 0.0 | 96.0 | |
| All Grades | 125 | 150 | | 0 | 147 | | 0 | 147 | | 0.0 | 98.0 | |

* 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 | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 2495. | | | 53.70 | | | 20.37 | | | 12.96 | | | 12.96 | |
| Grade 4 | | 2520. | | | 33.33 | | | 33.33 | | | 24.44 | | | 8.89 | |
| Grade 5 | | 2534. | | | 41.67 | | | 18.75 | | | 14.58 | | | 25.00 | |
| All Grades | N/A | N/A | N/A | | 43.54 | | | 23.81 | | | 17.01 | | | 15.65 | |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 55.56 | | | 27.78 | | | 16.67 | |
| Grade 4 | | 42.22 | | | 46.67 | | | 11.11 | |
| Grade 5 | | 37.50 | | | 35.42 | | | 27.08 | |
| All Grades | | 45.58 | | | 36.05 | | | 18.37 | |

| 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 | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 48.15 | | | 38.89 | | | 12.96 | |
| Grade 4 | | 37.78 | | | 53.33 | | | 8.89 | |
| Grade 5 | | 35.42 | | | 47.92 | | | 16.67 | |
| All Grades | | 40.82 | | | 46.26 | | | 12.93 | |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 48.15 | | | 40.74 | | | 11.11 | |
| Grade 4 | | 31.11 | | | 57.78 | | | 11.11 | |
| Grade 5 | | 22.92 | | | 58.33 | | | 18.75 | |
| All Grades | | 34.69 | | | 51.70 | | | 13.61 | |

Conclusions based on this data:

1. In 2021- 2022, 67% Met or Exceeded the Standard for Math.
2. In 2021- 2022 98% of the students took the SBAC test for Math.
3. In 2021- 2022, 15% 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 | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | | * | * | | * | * | | * | 7 | |
| 1 | * | * | | * | * | | * | * | | 5 | * | |
| 2 | * | * | | * | * | | * | * | | 4 | * | |
| 3 | * | * | | * | * | | * | * | | 5 | 4 | |
| 4 | * | * | | * | * | | * | * | | * | 5 | |
| 5 | * | * | | * | * | | * | * | | * | * | |
| All Grades | | | | | | | | | | 19 | 25 | |

| 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 | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | | * | * | | * | * | | * | * | | * | * | |
| 1 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 2 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 3 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 4 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 5 | * | * | | * | * | | * | * | | * | * | | * | * | |
| All Grades | 10.53 | 16.00 | | 31.58 | 40.00 | | 31.58 | 28.00 | | 26.32 | 16.00 | | 19 | 25 | |

| 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 | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | | * | * | | * | * | | * | * | | * | * | |
| 1 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 2 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 3 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 4 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 5 | * | * | | * | * | | * | * | | * | * | | * | * | |
| All Grades | 36.84 | 32.00 | | 31.58 | 32.00 | | 10.53 | 16.00 | | 21.05 | 20.00 | | 19 | 25 | |

| 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 | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | | * | * | | * | * | | * | * | | * | * | |
| 1 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 2 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 3 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 4 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 5 | * | * | | * | * | | * | * | | * | * | | * | * | |
| All Grades | 0.00 | 16.00 | | 36.84 | 32.00 | | 21.05 | 24.00 | | 42.11 | 28.00 | | 19 | 25 | |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|-----------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | | * | * | | * | * | | * | * | |
| 1 | * | * | | * | * | | * | * | | * | * | |
| 2 | * | * | | * | * | | * | * | | * | * | |
| 3 | * | * | | * | * | | * | * | | * | * | |
| 4 | * | * | | * | * | | * | * | | * | * | |
| 5 | * | * | | * | * | | * | * | | * | * | |
| All Grades | 21.05 | 44.00 | | 68.42 | 36.00 | | 10.53 | 20.00 | | 19 | 25 | |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|----------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | | * | * | | * | * | | * | * | |
| 1 | * | * | | * | * | | * | * | | * | * | |
| 2 | * | * | | * | * | | * | * | | * | * | |
| 3 | * | * | | * | * | | * | * | | * | * | |
| 4 | * | * | | * | * | | * | * | | * | * | |
| 5 | * | * | | * | * | | * | * | | * | * | |
| All Grades | 36.84 | 28.00 | | 36.84 | 44.00 | | 26.32 | 28.00 | | 19 | 25 | |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | | * | * | | * | * | | * | * | |
| 1 | * | * | | * | * | | * | * | | * | * | |
| 2 | * | * | | * | * | | * | * | | * | * | |
| 3 | * | * | | * | * | | * | * | | * | * | |
| 4 | * | * | | * | * | | * | * | | * | * | |
| 5 | * | * | | * | * | | * | * | | * | * | |
| All Grades | 5.26 | 12.00 | | 47.37 | 52.00 | | 47.37 | 36.00 | | 19 | 25 | |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | | * | * | | * | * | | * | * | |
| 1 | * | * | | * | * | | * | * | | * | * | |
| 2 | * | * | | * | * | | * | * | | * | * | |
| 3 | * | * | | * | * | | * | * | | * | * | |
| 4 | * | * | | * | * | | * | * | | * | * | |
| 5 | * | * | | * | * | | * | * | | * | * | |
| All Grades | 5.56 | 36.00 | | 55.56 | 48.00 | | 38.89 | 16.00 | | 18 | 25 | |

Conclusions based on this data:

1. According to our ELPAC data, our students scored better in the Writing Domain, Listening, and Speaking than they did in Reading and Oral Language on the most recent assessment.
2. The Emerson ELPAC writing domain score has improved significantly from 2020 - 2021, increasing from 5% to 36% with a well developed writing. Overall, ELPAC scores increased from 10% (2021-2021) to 16% (2021- 2022) reaching Level 4.
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 2021- 2022 there were 25 students identified as English Learners.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

| 2021-22 Student Population | | | |
|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 281 | 29.5 | 8.9 | Students whose well being is the responsibility of a court. |
| Total Number of Students enrolled in Emerson Elementary. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | |

| 2021-22 Enrollment for All Students/Student Group | | |
|---------------------------------------------------|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 25 | 8.9 |
| Foster Youth | | |
| Homeless | 8 | 2.8 |
| Socioeconomically Disadvantaged | 83 | 29.5 |
| Students with Disabilities | 26 | 9.3 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 37 | 13.2 |
| American Indian | 1 | 0.4 |
| Asian | 25 | 8.9 |
| Filipino | 5 | 1.8 |
| Hispanic | 44 | 15.7 |
| Two or More Races | 39 | 13.9 |
| Pacific Islander | | |
| White | 130 | 46.3 |

Conclusions based on this data:

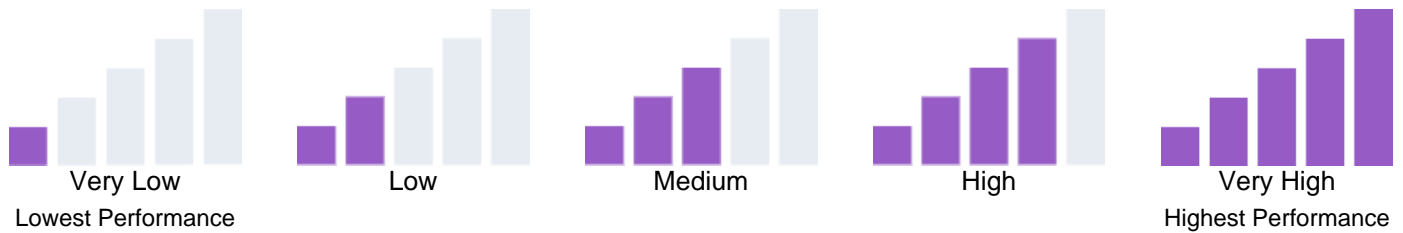
1. Post pandemic, the number of students qualifying for free and reduced numbers has been gradually increasing over time, with percentage approximately 30% for 2022- 2023 school year.
2. Our total enrollment has decreased every year. The enrollment for the 2021- 2002 school year accounts for 281 students.
3. During the 2021- 2022 School Year, the largest subgroup of students are White students at 46%, followed by 15% Hispanic, 13% Two or More Races, 13% African American, and approximately 9% Asian.

School and Student Performance Data

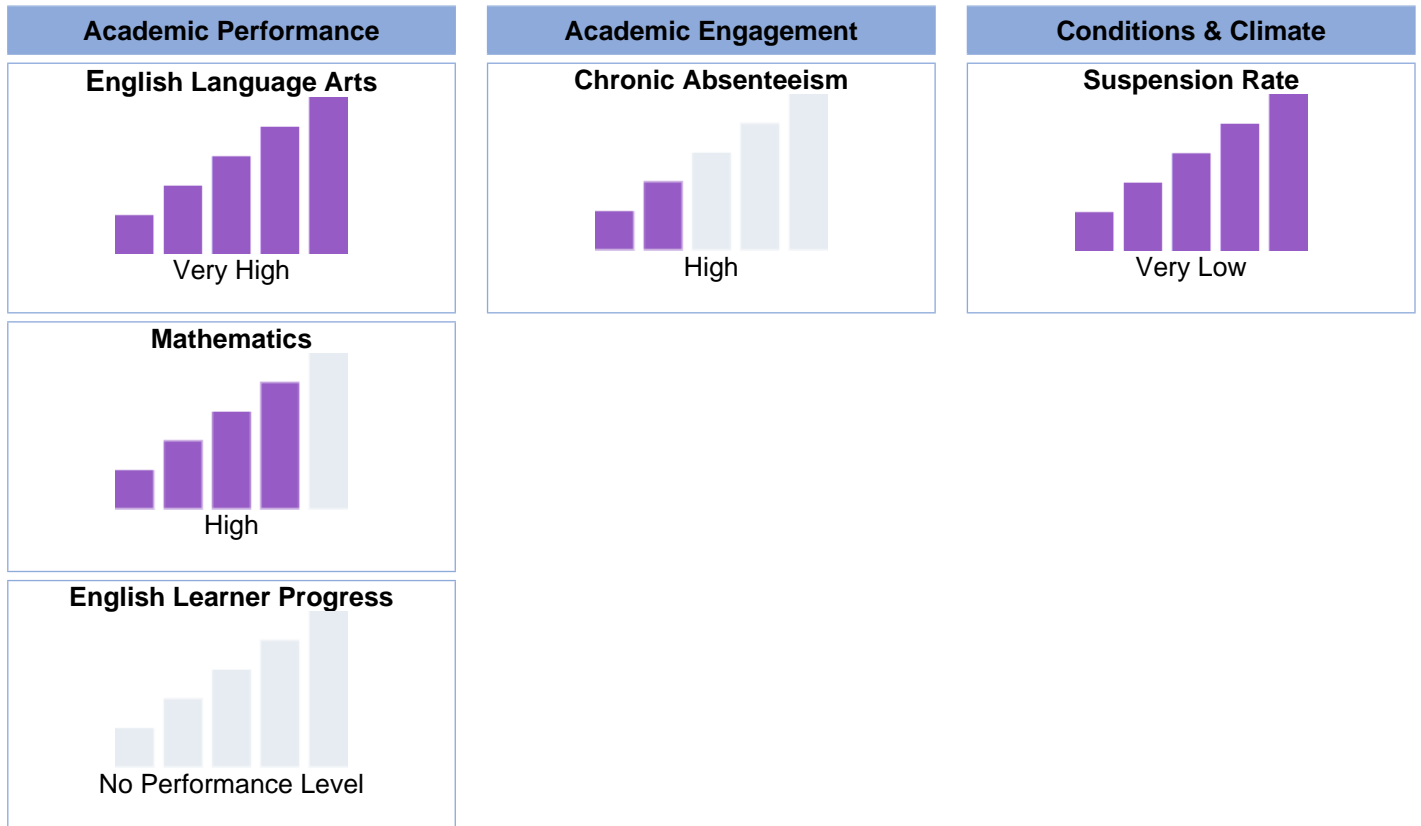
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. ELA scores are very high for Emerson.
2. Chronic Absenteeism is high. Therefore, this is an area that must be addressed with a site improvement goal. The pandemic has exacerbated a concern that already existed.

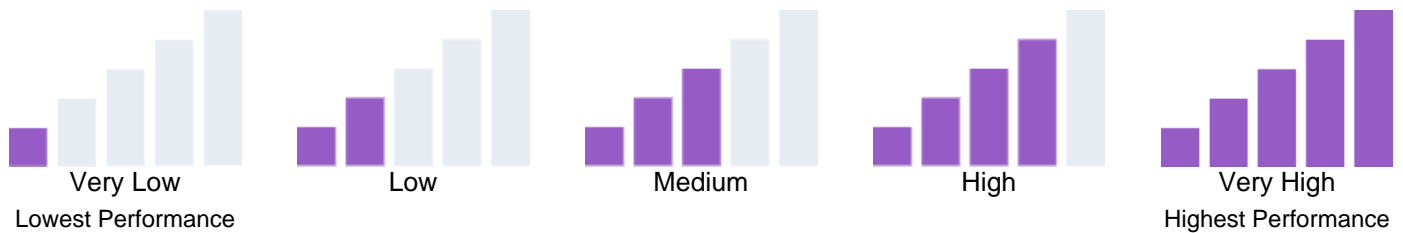
-
-
3. Our suspension rate is very low, which means fewer students are removed from school. This data reflects that behavioral supports and interventions have been making a positive impact for students.

School and Student Performance Data

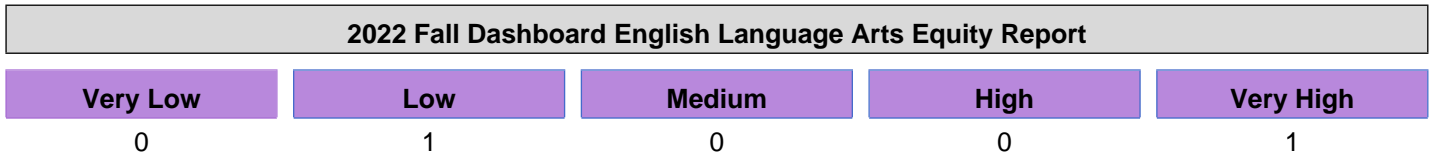
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

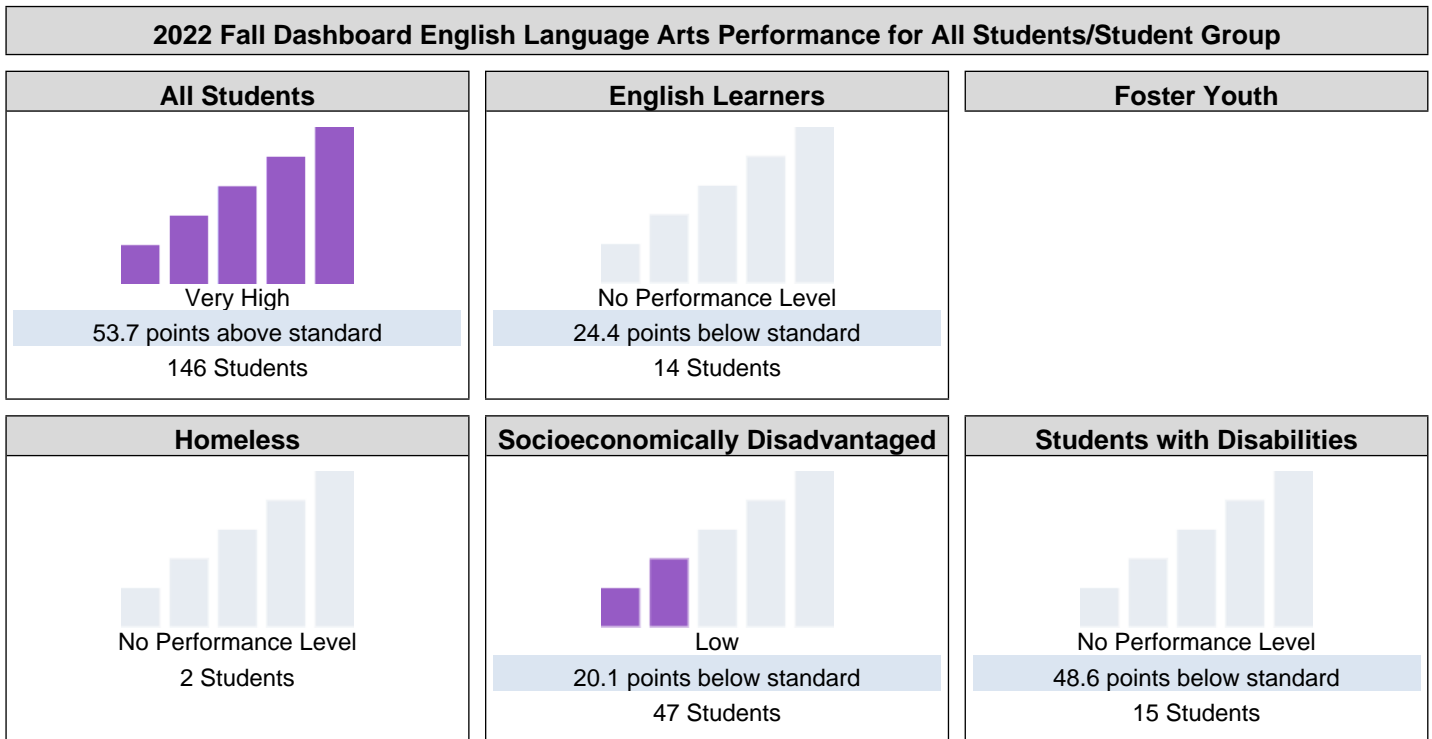
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



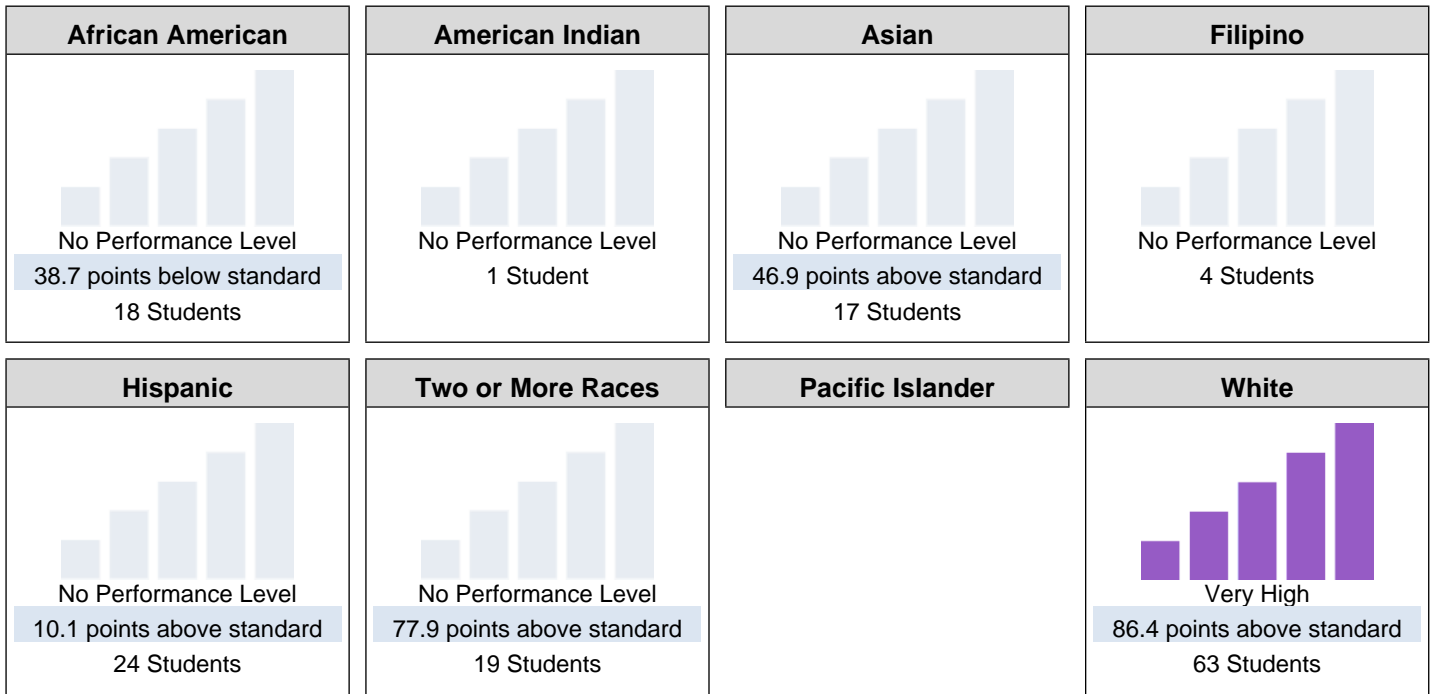
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|-------------------------------------------|-------------------------------|--------------------------------------------|
| 57.5 points below standard 11 Students | 3 Students | 58.9 points above standard 125 Students |

Conclusions based on this data:

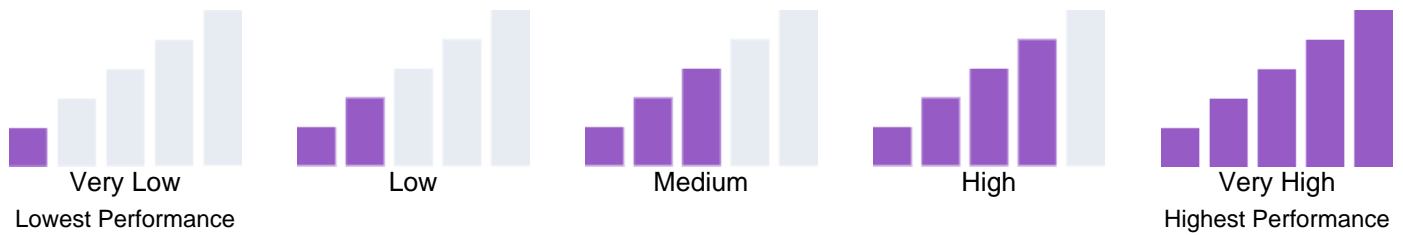
- Overall, Emerson students are in very high category for ELA, with 146 students in grades 3-5 scoring in this category. As a group, they scored 53.7 points above the average.
- Socioeconomically disadvantaged students scored low in ELA. 47 students in grades 3-5 were in this category. This group was 20.1 points below the average. English Learners, 11 students in grades 3-5, scored 24.4 points below the standard in ELA.
- White students scored very high, in Grades 3-5, with 63 students. The group was 86.4 points above the standard.

School and Student Performance Data

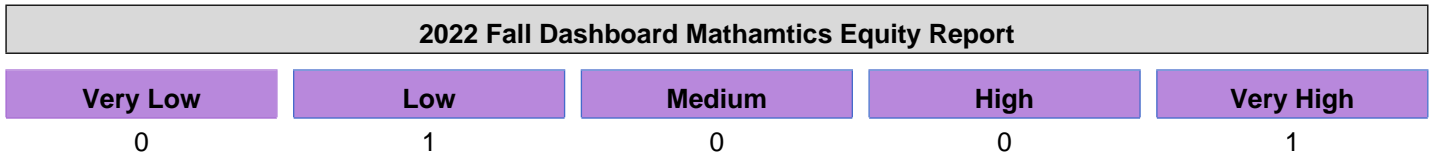
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

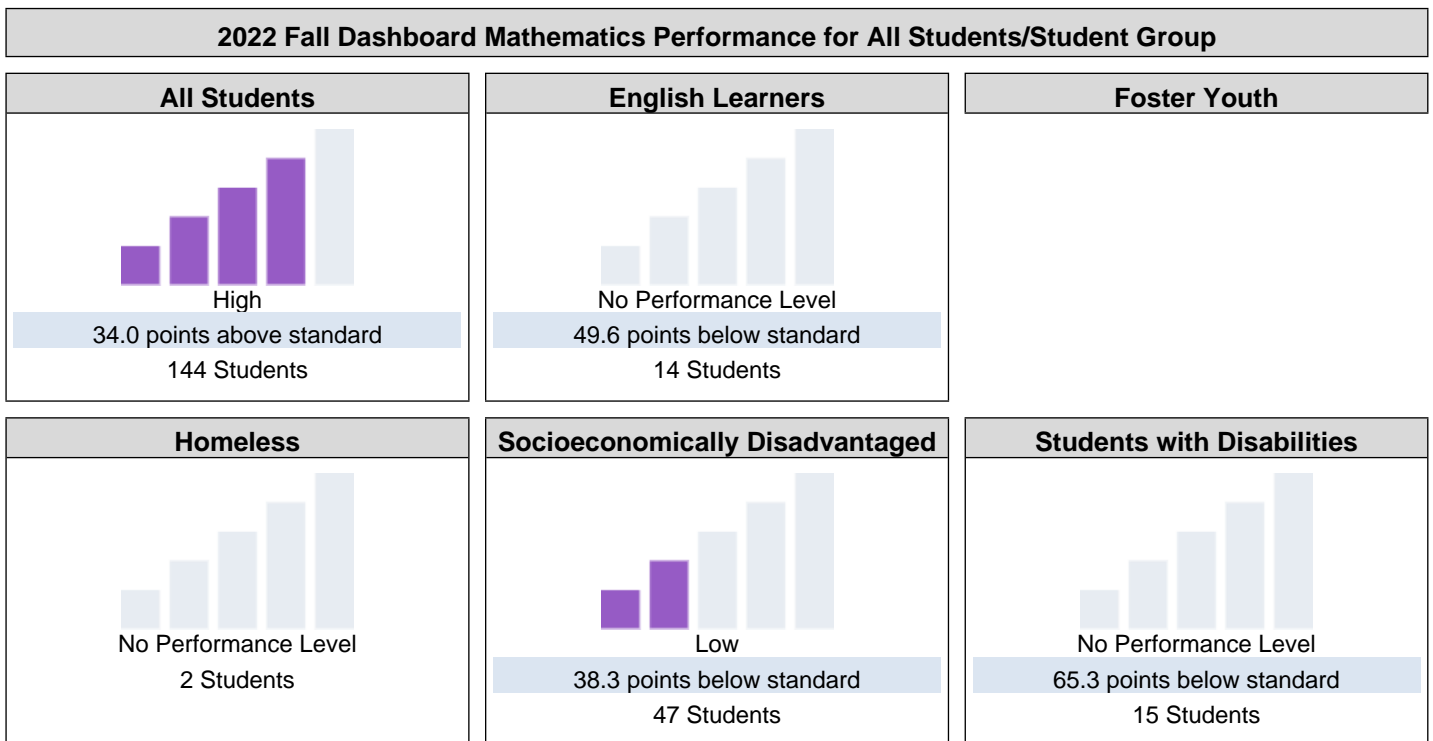
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



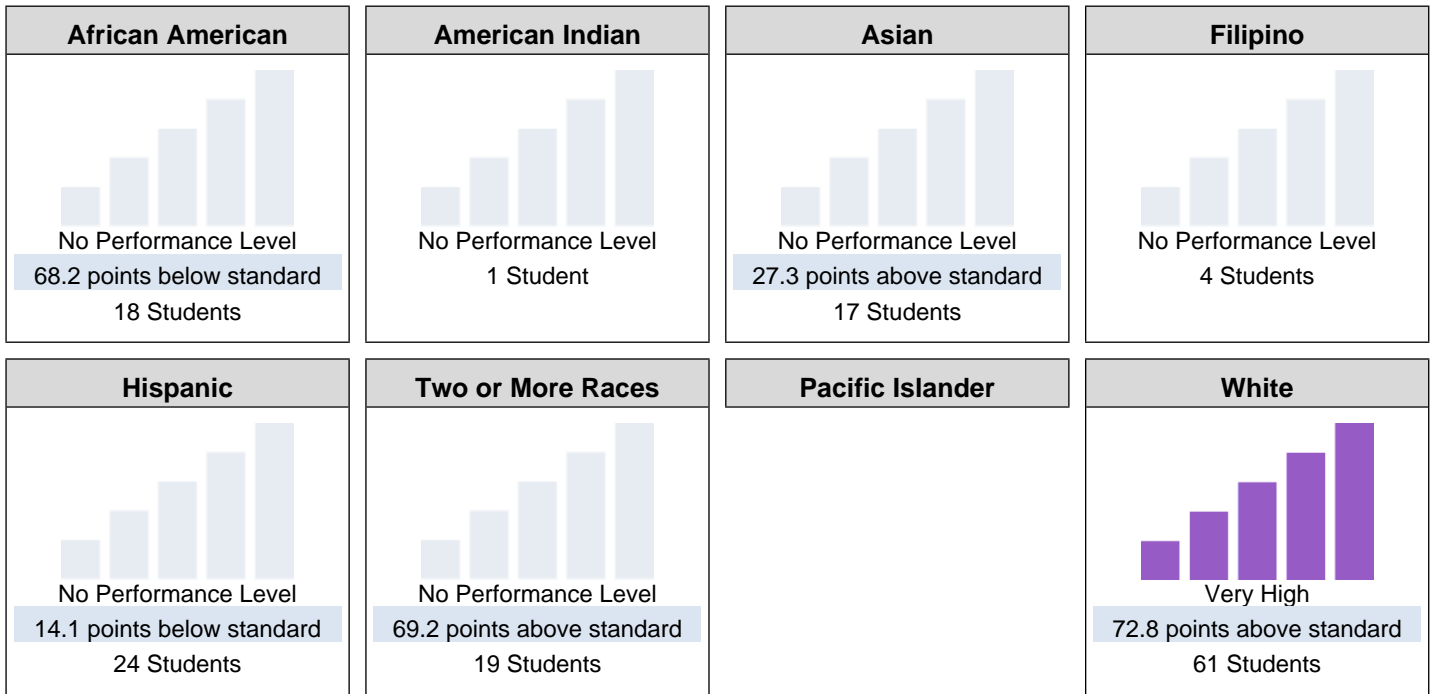
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|-----------------------------------------------------------------------------------------|-------------------------------|------------------------------------------------------------------------------------------|
| <p style="background-color: #e6f2ff;">74.7 points below standard</p> <p>11 Students</p> | <p>3 Students</p> | <p style="background-color: #e6f2ff;">39.2 points above standard</p> <p>123 Students</p> |

Conclusions based on this data:

1. Overall, Emerson students scored high in Math, with 144 students in Grades 3-5, who scored an average of 34 points above the standard.
2. 47 students who are socioeconomically disadvantaged in Grades 3-5 scored an average of 38.3 points below the standard. 15 students with disabilities in Grades 3-5 scored an average of 65.3 points below the standard. 14 English Learner students scored an average 49.6 points below the standard.
3. 61 White students, in Grades 3-5, scored Very High, at an average of 72.8 points above the standard.

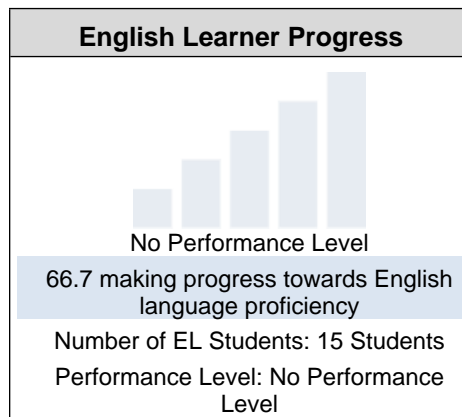
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 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 |
|--------------------------|--------------------------------------------|-------------------------|------------------------------------|
| 6.7% | 26.7% | 0.0% | 66.7% |

Conclusions based on this data:

- Emerson has a small number of EL students, with 15 students assessed in Grades 3-5. 66.7% progressed at least one level toward english proficiency.
- 6.7% of EL students decreased one level away from english proficiency.
- 26.7% of EL students maintained a consistent level of English Language Acquisition Results.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

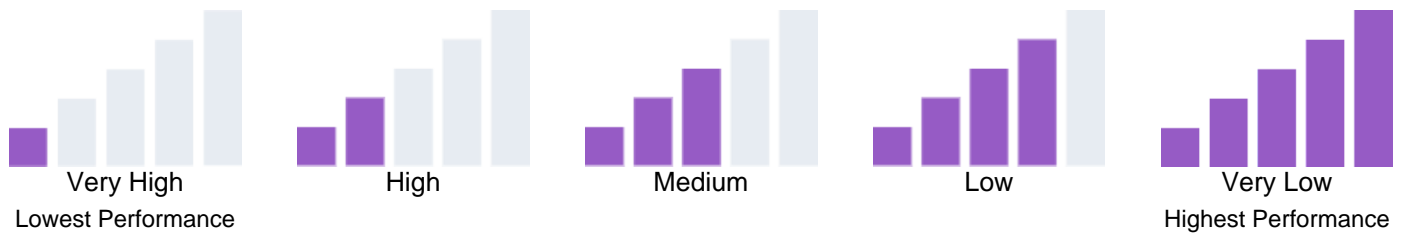
1. N/A
2. N/A
3. N/A

School and Student Performance Data

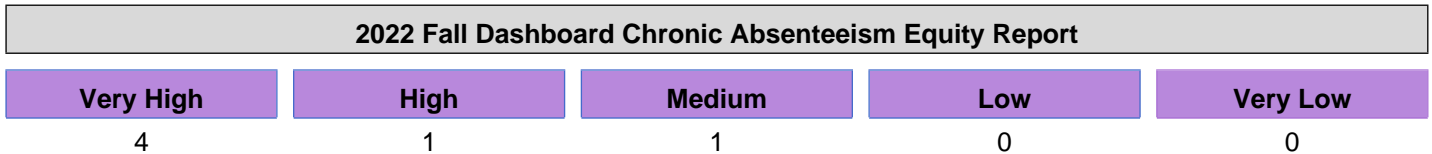
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

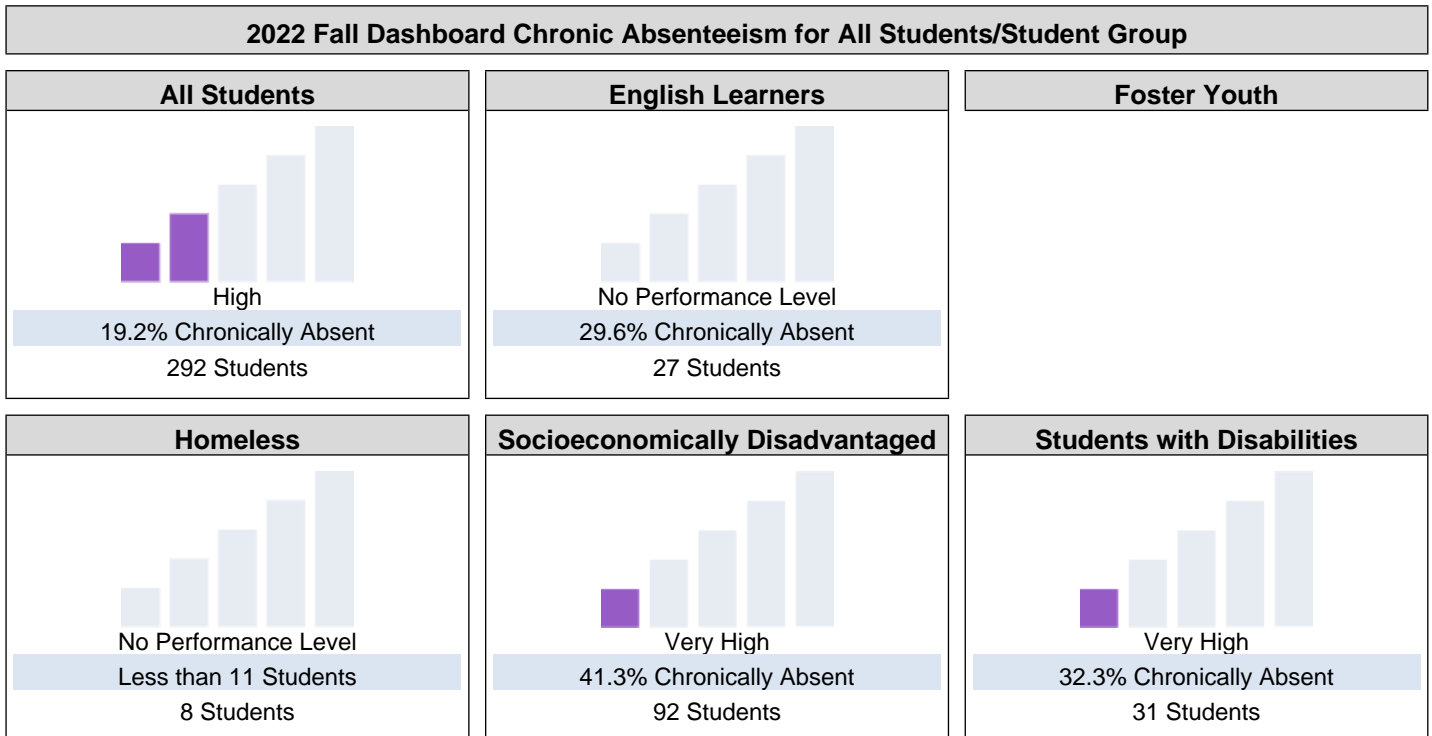
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



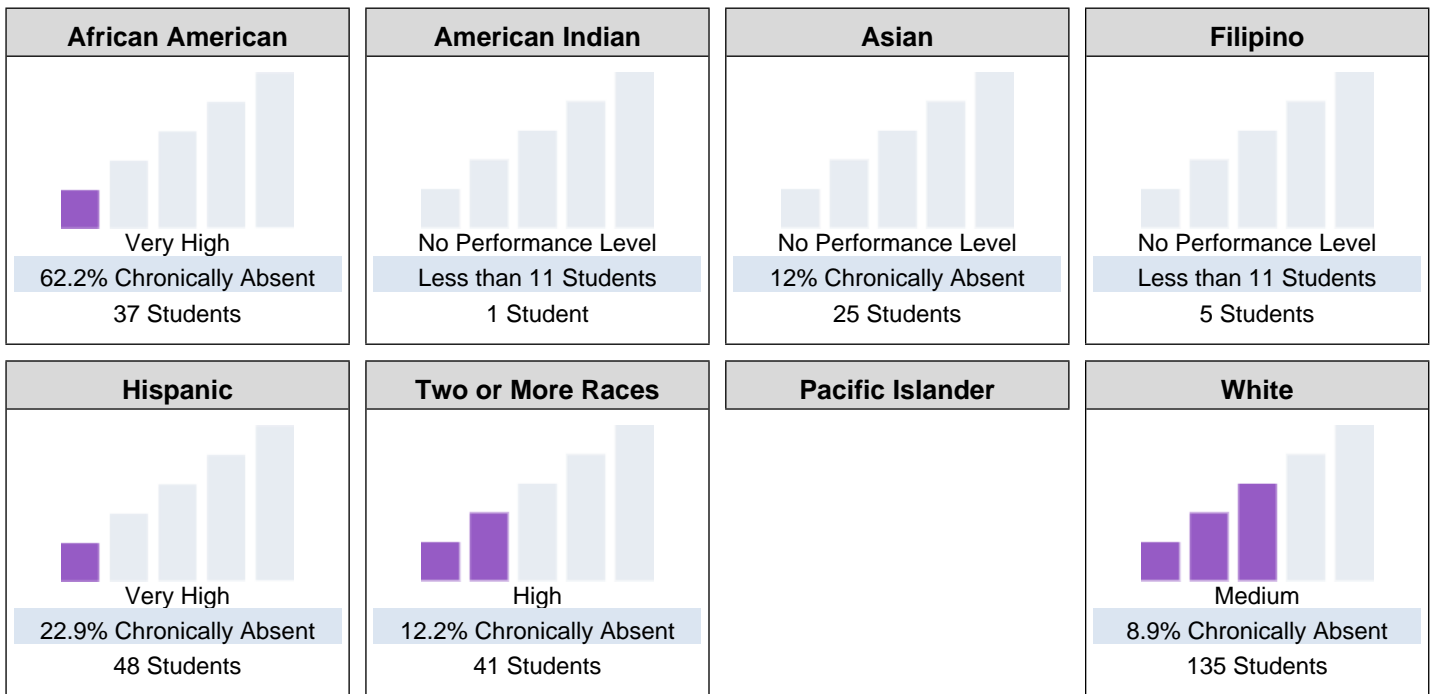
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Overall, Emerson has high chronic absences with 19.2% of the students in this category.
2. Socioeconomically disadvantaged students are in the very high chronic absence category with 41.3% truancy. Students with disabilities have a 32.3% absence rate, which also qualifies as very high.
3. African American students are in the very high chronic absence category with 62.2% truancy for 37 students. Hispanic students have a 22.9% absence rate for 48 students, which also qualifies as very high. Students of two or more races are 12.2% truant, which qualifies as high truancy for 41 students. White students have a 8.9% rate of absences, which is medium, for 135 students.

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

| | | | | |
|--------------------------------|-----|--------|------|----------------------------------|
| Very Low Lowest Performance | Low | Medium | High | Very High Highest Performance |
|--------------------------------|-----|--------|------|----------------------------------|

This section provides number of student groups in each level.

| 2022 Fall Dashboard Graduation Rate Equity Report | | | | |
|---------------------------------------------------|-----|--------|------|-----------|
| Very Low | Low | Medium | High | Very High |

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

| 2022 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|--------------------------------------------------------------------|---------------------------------|----------------------------|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2022 Fall Dashboard Graduation Rate by Race/Ethnicity | | | |
|-------------------------------------------------------|-------------------|------------------|----------|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

Conclusions based on this data:

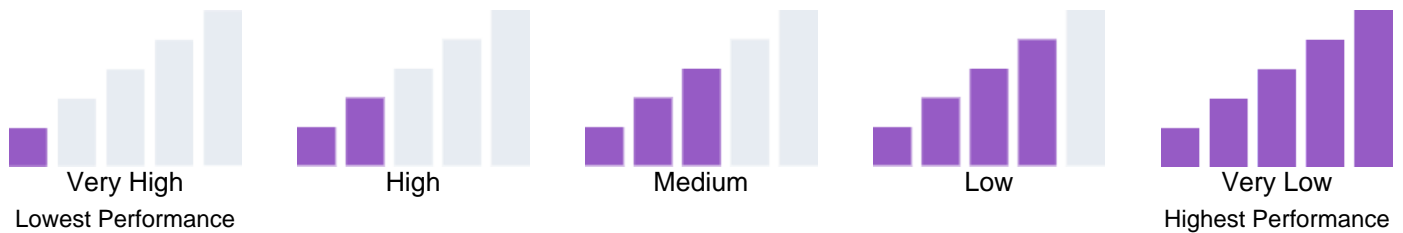
1. Graduation data is not included for elementary schools

School and Student Performance Data

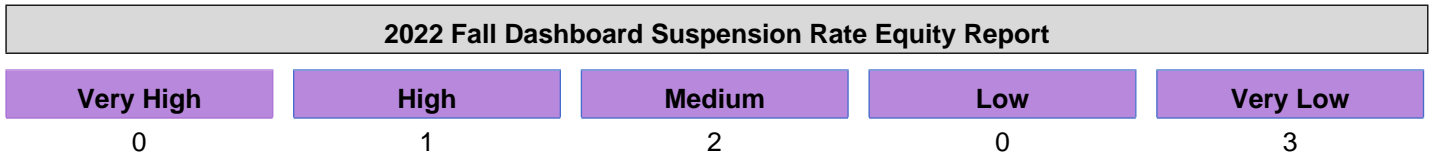
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

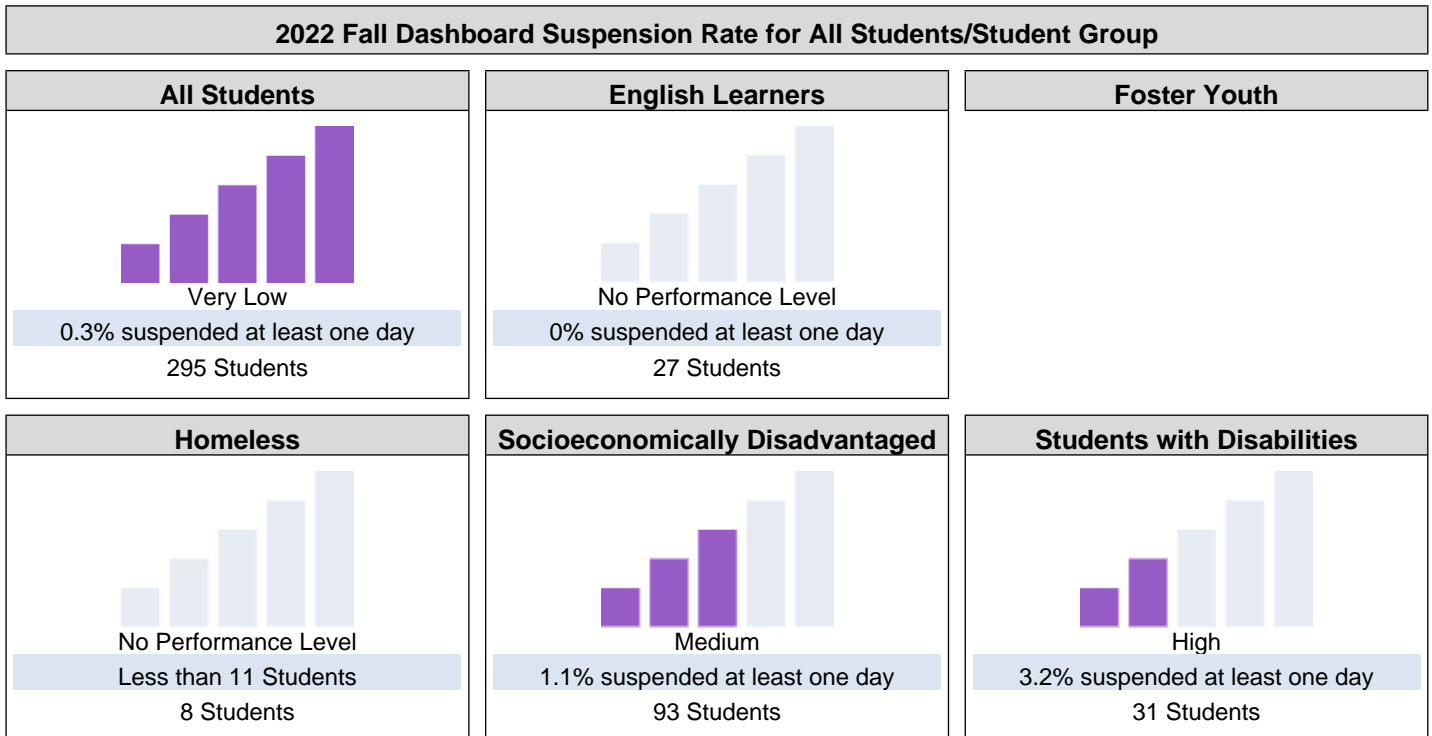
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



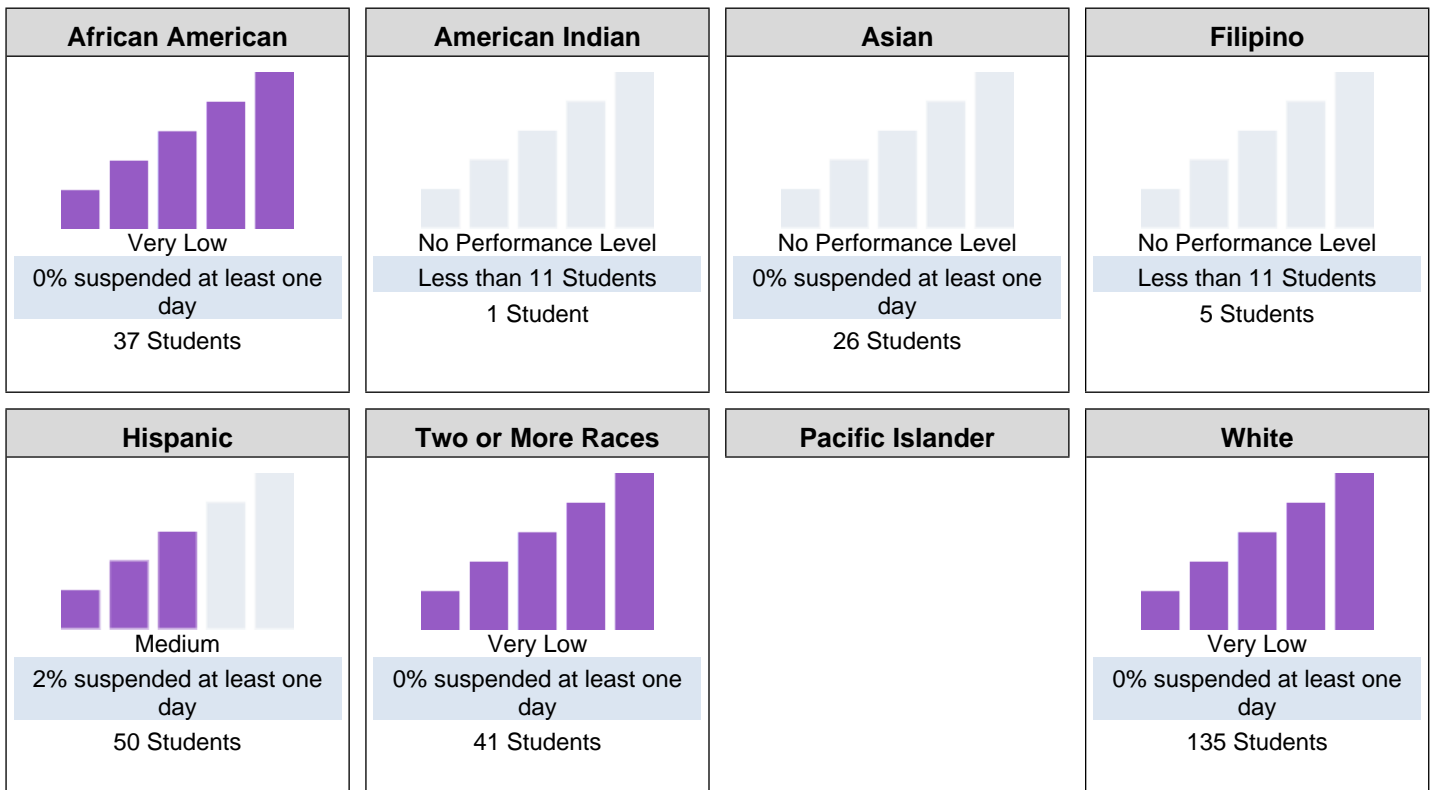
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- Overall, suspension indicator for Emerson is very low, with 0.3% of 295 students suspended.
- African American students had very low suspension, with 0% students suspended. Hispanic students had a medium suspension rate, with 50 students, suspended 2% at least one day.
- Students with disabilities had a high suspension rate. 31 students qualify, and 3.2% were suspended at least once.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Goal 1: Provide high quality classroom instruction and curriculum that promotes college and career readiness, ends racial predictability, and ensures that all systems are culturally and linguistically responsive to student needs

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 CAASPP data, and other teacher designed assessments and measures of progress. COST reports of student progress. | <p>According to 2021- 2022 CAASPP results, of the 148 third through 5th-grade students, 72% of Emerson students met or exceeded the overall standard in ELA. Upon closer look, of the 18 African American students tested, the average score was 38.7 points below the standard. Of the 63 White students tested, the average score was 86.4 points above the standard.</p> <p>According to the 2021- 2022 CAASPP results, of the 147 third through 5th-grade students, 67% of Emerson students met or exceeded the overall standard in Math. Upon closer look, of the 18 African American students tested, the average score was 68.2 points below the standard. Of the 61 White students tested, the average score was 72.8 points above the standard.</p> | Increase the average score of African American students in overall ELA and Math by at least 10 points. |

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 the 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 \$32,196 funded by BSEP Site Funds.

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.

Teachers and classified staff will collaborate at meetings, the annual retreat, and staff training. Identified Classified staff will also be paid hourly to participate in PBIS planning meetings, 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 carryover funds.

\$2,500 will be allocated from BSEP carryover funds for Teacher hourly work for PD/ Curriculum Development & support of the school functions/ programs.

All appropriate and necessary materials, supplies, equipment, and technology (for students and staff)

hardware and software licenses and furniture will be purchased.

This activity will be supported by BSEP carryover funds for materials and supplies in the amount of \$7,000.

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) |
|-----------|----------------|
| 32,196 | BSEP |
| 6,500 | BSEP Carryover |
| 1,000 | BSEP Carryover |
| 2,500 | BSEP Carryover |
| 7,000 | 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, Socioeconomically disadvantaged, Foster Youth, African American and Hispanic/Latino Students, and Students with Disabilities and homeless students.

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), 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, 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) .28 FTE at a cost of \$38,839 in BSEP site funds, and .32 in Title 1 funds at a cost of \$44,388. In case of a rise in personnel costs, an extra \$2,627 from BSEP site funds will be set aside in reserve 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) |
|-----------|---------------------------|
| 38,839 | BSEP |
| 44,388 | Title I A - Basic Funding |
| 2627 | BSEP |

Annual Review

SPSA Year Reviewed: 2022-23

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 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.

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.

N.A

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 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.

Goal 2

Goal 2: Provide necessary and timely academic interventions to eliminate barriers to student success.

Identified Need

Goal 2: Provide necessary and timely academic interventions to eliminate barriers to student success.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ELPAC data, CAASPP data, DIBELS and STAR data, TCRWP data, analysis of staff training and use of Equity and intervention strategies in the classroom and throughout the school day. | For the 2021- 2022 school year, Socioeconomically disadvantaged students scored low in ELA. 47 students in grades 3-5 were in this category. This group was 20.1 points below the average. Among current English Learners, 11 students in grades 3-5, score 57.5 points below the standard in ELA. For Math: 47 students who are socioeconomically disadvantaged in Grades 3-5 scored 38.3 points below the standard. 15 students with disabilities in Grades 3-5 scored 65.3 points below the standard for Math. 14 English Learner students scores 49.6 points below the standard in Math. 66.7% of EL students progressed at least one level on the ELPAC assessment in 2021- 2022. | English Learners should gain a proficiency level each year according to the ELPAC test. In addition, socioeconomically disadvantaged student groups should increase their overall ELA and Math scores by 10 points toward the standard. |

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)

Intervention for students in grades 1-5 will be provided during the school day by Literacy Coach, RTI, 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 with a designated BSEP fund of \$2,315 for teacher pay. An additional \$1,117 from Title 1 funds will supplement the after-school instruction pay.

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. The 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. The ELD teacher will collaborate regularly with the COS team and other intervention staff to monitor the effectiveness of instruction, intervention, and support.

\$618 of Title 1 (Parent Engagement) funds will be designated to encourage Parent Involvement through informative events sponsored by the EL or Intervention Teachers.

Additional one-on-one after-school support will be provided through BUILD tutors assigned to target students. The Literacy Coach will coordinate and supervise BUILD tutors after school. Tutors will be trained in best tutoring practices by the Literacy Coach.

Kid's World staff will provide a safe and enriched learning environment for students from all grade levels. Enrichment opportunities will be provided for all Kids World 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 tutors may further support the homework hour by working with individual Kids' World students.

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 per month of staff meeting time to 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 to create a more welcoming and engaging environment for all students.

\$618 of Title 1 funds will be designated to encourage Parent Involvement through informative events sponsored by the EL or Intervention Teachers. An additional \$1,581 of Title 1 funds will be set aside in reserve to respond to mid-year increases in funding expenditures attached to salaries.

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) |
|-----------|--------------------------------|
| 2315 | BSEP |
| 1117 | Title I A - Basic Funding |
| 618 | Title I A - Parent Involvement |
| 1581 | Title I A - Basic Funding |

Annual Review

SPSA Year Reviewed: 2022-23

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.

Academic interventions are provided in a focused and need-based manner based on ongoing data and Instructional coaches' and classroom case management and data. 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.

While interventions are provided in a focused and need-based manner, there is never an adequate time in the school day nor sufficient personnel to provide enough support for the needs of each and every child to the extent desired. Student attendance becomes a barrier when students are not consistently in attendance, progress is impeded.

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 .60 FTE using Title 1 funds. 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.

Goal 3

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

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.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Parent engagement survey results, student Health Kids Survey, review of COST and PBIS data. Welcoming School's curriculum and lessons implemented. School-based therapy participation for students in need. | 5th Grade students were invited to complete the CA Healthy Kids Survey: 78% participated. All certificated staff took the survey. | Increased participation in the student and staff engagement survey, to include 80% of the population. |

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)

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

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

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 district-wide resource allocation of funds in the amount of \$10,000, and \$3,000 from BSEP carryover funds.

An additional MFT will be contracted, who will provide Therapy and Family consultation for students who have worked with the particular therapist for several years. The students who work with this contracted Therapist will continue the treatment plans that were initiated in prior years. This MFT will be funded by \$10,000 in BSEP funds. A MOU will be created and approved by Business Services.

FEE coordinator will collaborate with the 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.

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 interests and student needs, staff will provide parent workshops and 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, social and emotional support for students, etc.

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

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) |
|-----------|----------------|
| 3000 | BSEP Carryover |
| 10,000 | BSEP |

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 and homeless 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 administrators and school site staff on issues that impact student achievement and well-being.

School Leadership Council members including parents, classified staff, teachers, and the principal will attend district training sessions and informational forums throughout the year. The principal will work with PTA and Staff to review and share our Student Handbook.

The site will hold SSC meetings to share information, gain parent perspectives, and form meaningful partnerships with parents. The FEE coordinator will outreach to families of color to increase involvement and will coordinate with target parents and ELD teachers to encourage parent participation and attendance.

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)

Annual Review

SPSA Year Reviewed: 2022-23

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 Student Engagement and School Climate Survey, 90% of 5th Grade. Students strongly agree or agree that our school climate is positive.

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

During 2021-2022 the PTA successfully continued Equity Circles despite challenges due to the pandemic. We also expanded our program to include parent Equity Workshops titled "Meetings on the Bridge".

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 school sponsored events, surveys and volunteer opportunities.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Goal 4: Use local and state measures to assess student progress resulting from district programs in order to evaluate and improve planned actions and services.

Identified Need

To ensure that all students receive a well rounded instructional program, the PTA will supplement the FTE of the Art and PE teachers in order to provide a comprehensive program.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------|
| 100% student participation in Art & PE curriculum | Continued 100% participation in Art & PE curriculum | Continued 100% participation in Art & PE curriculum |
| Annual Review of SPSA Actions | Annually | Once per year |
| Annual Review of SPSA funds expended | All funds expended | All funds expended |

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

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 .28 FTE (7 enrichment periods) at a cost of \$39,801 and the District will fund .24 FTE so that all Pre-Kindergarten through 5th-grade students will participate in Art class.

\$2,965 will be designated from BSEP funds for materials and supplies for the instructional program.

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

This activity will be supported by our PE teacher at 1.0 FTE. PTA will fund .52 FTE at a cost of \$68,787 and District will fund .48 FTE.

In case of an increase in costs, an additional \$4,429 allocation will be set aside as an unallocated reserve in PTA funds. In the case of allocation of Prop28 Arts funding, the PTA will be reimbursed for their contribution toward the Art Teacher's salary expense.

A collaboration between Kids' World and the PTA will provide additional opportunities for enrichment such as yoga and art classes after school.

Instructional materials will be provided for art, physical education, and other classes.

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 administrators and school site staff on issues that impact student achievement and well-being.

School Site Council members including parents, classified staff, teachers, and the principal will attend district training sessions and informational forums throughout the year. The principal will work with PTA and Staff to review and share our Student Handbook.

The site will hold SSC meetings to share information, gain parent perspectives, and form meaningful partnerships with parents. The FEE coordinator will outreach to families of color to increase involvement and will coordinate with target parents and ELD teachers to encourage parent participation and attendance.

The principal and staff will collaborate with multiple stakeholders such as the 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 interests and needs.

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, special events, and PTA sponsored events such as monthly meetings, Move-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.

Staff will continue to recognize outstanding parent service during the 5th Grade promotion ceremony. 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) |
|-----------|-----------|
| 39,801 | PTA |
| 68787 | PTA |

| | |
|------|------|
| 4429 | PTA |
| 2965 | BSEP |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Site School Plan for Student Achievement (SPSA) Evaluation:

Provide on-going monitoring of the site's School Plan for Student Achievement through School Site Council, English Learner Advisory Committee, Leadership Team, and any other school site committees.

Complete annual SPSA Evaluation Document with School Site Council and English Learner Advisory Committee.

On-going meetings with Leadership Team to review and analyze CA Dashboard and Educlimber data.

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) |
|-----------|-----------|
| 0 | |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Program Evaluation Support:

On-going meetings with Leadership Team to review data.

Utilize Educlimber to track and monitor student progress.

Engage School Site Councils, English Learner Advisory Committee, and other site committees in listening sessions.

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)

0

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

System of Local Assessments:

Complete district assessments within the assessment window.

Utilize benchmark and program monitoring data to assess student need for interventions.

Share student assessment data through family communications.

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)

0

Annual Review

SPSA Year Reviewed: 2022-23

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.

N/A

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.

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Goal 5: Increase access to school for our Students Experiencing Homelessness by decreasing chronic absentee and suspension rates.

Identified Need

Goal 5: Increase access to school for our Students Experiencing Homelessness by decreasing chronic absentee and suspension rates.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| ELPAC data, PBIS data, TCRWP data, analysis of staff training and use of Equity and intervention strategies in the classroom and throughout the school day. Review and monitoring of Attendance Data. | Student Attendance Review Team (SART) meetings are regularly scheduled for focal students, and SARB meetings are held for high-risk cases. Approximately fifteen families were invited to a SART truancy meeting. African American, Latinx, Two or More Races, and White student groups can benefit from increased school attendance. One student was suspended during the 2021-2022 school year. | Decrease truancy and as a result, number of truancy letters and SART letters. 10 % increase in daily matriculation for chronically truant students. |
| Percent of students who experience homelessness who meet/exceed CAASPP standards in the district | ELA 27% Math 22% | ELA 35% Math 30% |
| Chronic Absentee Rate (CDE Dataquest) | 33% | 15% |
| Suspension Rate (CDE Dataquest) | 8% | 5% |

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

Strategy/Activity

Emerson School will employ a Clerical Assistant II who will be the primary contact and record keeper for family absences. The Clerical Assistant II will be a member of the School Review Attendance Team. She will work with families to build a school and community connection that will foster improved communication, leading to increased attendance. This activity will be supported by the funding of a Clerical Assistant II, FTE .73, at a cost of \$33,774 from PTA funds and \$16,542 from BSEP funds.

The Family Equity and Engagement Coordinator will be onsite and will work with families to strive to improve attendance and coordinate with staff to better serve students and families. The 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. The FEE coordinator will collaborate with the principal to create Student Attendance Review Board Packets.

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-aloud, 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 harm. Students will be trained by the Principal and Coach to be Restorative Practice Leaders in the lunchroom and play yard.

Implementation of School-wide Positive Behavior Interventions and Supports (PBIS): The school's classroom rules, procedures, and behavior management policies will be written, explained, practiced, and supported with sensitivity toward all students' emotional health as well as cultural and linguistic differences. With the support and guidance of the 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 practices, monitor progress, 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. CBGs (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 in the schoolyard. Kids' World and other classified staff will attend PBIS and other positive behavior training with credentialed staff and will implement PBIS school-wide.

The site will hold monthly All School Meetings for the primary purpose of building community. Student performances, special events, calendar announcements, Caught Being Good Announcements, Spirit

Days 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 throughout the

school year, with a special focus on School Board Resolutions and Proclamations. Communicate regularly with the parent through PTA Meetings, Newsletters, and Remind messages so the entire school community is more aware of and involved in the positive behavior practices, strategies, and outcomes. Parents will learn about PBIS, CBGs, Toolbox, and Welcoming Schools, in order to collaborate with the school and reinforce strategies at home.

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)

33774

PTA

16542

BSEP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students Experiencing Homelessness

Strategy/Activity

Supports for Students Experiencing Homelessness:

Collaborate with the district to provide direct services and support to our McKinney-Vento students.

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)

0

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students Experiencing Homelessness

Strategy/Activity

Family Engagement - Office of Family Engagement and Equity (OFEE):

Site Staff to provide support in three main focal areas:

1) Establishing links between home and school for academic success

- 2) Improving behavioral supports for students by helping families build trusting relationships with school staff and students
- 3) Promoting attendance and access to health services

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)

0

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students Experiencing Homelessness

Strategy/Activity

Intervention Services for Students Experiencing Homelessness:

Work with the district to identify students at risk due to chronic absenteeism.

Provide incentives to promote attendance.

On going review of chronic absenteeism data.

Work with the district to support the needs of students experiencing homelessness.

Work with staff to ensure families are connected to the site and available resources.

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)

Annual Review

SPSA Year Reviewed: 2022-23

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 is committed to educational excellence the work of equity and inclusion. We strive to avoid out of school suspensions and increase student attendance for all groups, especially homeless and other socio-economically disadvantaged 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. During the 2021 School year, staff studied Gholdy Muhammed's book "Cultivating Genius" which provides a framework for culturally responsive teaching practices. During the 2022 School Year staff were trained to identify Micro-Agressions by an Educational Consultant provided by the PTA.

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.

This type of important work is ongoing. If there are changes, the SSC will review and recommend.

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 | \$319,979.00 |

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 (\$) |
|--------------------------------|-----------------|
| | \$0.00 |
| BSEP | \$105,484.00 |
| BSEP Carryover | \$20,000.00 |
| PTA | \$146,791.00 |
| Title I A - Basic Funding | \$47,086.00 |
| Title I A - Parent Involvement | \$618.00 |

Subtotal of state or local funds included for this school: \$319,979.00

Total of federal, state, and/or local funds for this school: \$319,979.00

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
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

| Name of Members | Role |
|-------------------------|-----------------------------------------|
| Jana Holmes | Principal |
| Anna Stuppi | Classroom Teacher |
| Jeannie Wang | Classroom Teacher Other School Staff |
| Lily Howell | Other School Staff |
| Morgan Powell | Classroom Teacher |
| Jeffery Cross | Parent or Community Member |
| Claude Potts | Parent or Community Member |
| RoseLynn Abesamis- Bell | Parent or Community Member |
| Karla Schlaggs | Parent or Community Member |
| Andres Bella | 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 5/11/23.

Attested:

Principal, Ms. Jana Holmes on 5/11/23

SSC Chairperson, Jeffery Cross on 5/11/23

Kathy Fleming
Director of Local Resources

Kathy Fleming
Signature

5/25/23
Date

Jill Hoogendyk
Associate Superintendent, Educational Services

Jill Hoogendyk
Signature

5/25/23
Date

