

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Emerson Elementary School	01-61143-6090211	May 8, 2024	June 12, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Emerson Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- Plan Description 3
- Educational Partner Involvement 3
- Resource Inequities 3
- Comprehensive Needs Assessment Components 3
 - California School Dashboard (Dashboard) Indicators 3
 - Other Needs 4
- School and Student Performance Data 5
 - Student Enrollment..... 5
 - CAASPP Results..... 7
 - ELPAC Results 12
 - California School Dashboard 16
- Goals, Strategies, & Proposed Expenditures..... 31
 - Goal 1..... 31
 - Goal 2..... 34
 - Goal 3..... 38
 - Goal 4..... 41
 - Goal 5..... 45
- Budget Summary 49
 - Budget Summary 49
 - Other Federal, State, and Local Funds 49
- Budgeted Funds and Expenditures in this Plan 50
 - Funds Budgeted to the School by Funding Source..... 50
 - Expenditures by Funding Source 50
 - Expenditures by Budget Reference 50
 - Expenditures by Budget Reference and Funding Source 50
 - Expenditures by Goal 50
- School Site Council Membership 52
- Recommendations and Assurances 53

Plan Description

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

This plan is being used by Emerson Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

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 2024-2025 school year.

Educational Partner Involvement

How, when, and with whom did Emerson Elementary 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.

This section is required for all schools eligible for ATSI and CSI.

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 2022- 2023 and 2023- 2024 School year, the number of free/reduced lunch students rose to approximately 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.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Emerson is in the orange for Attendance. For 2023, 18.3% of the students were chronically truant. This is a decline of .09% from 2022. For 2023, the Hispanic students group is in the red. The African American, Two or more races, Socioeconomically Disadvantaged and White student groups are all in the orange category for 2023.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

The group Socioeconomically Disadvantaged is in the Orange category for ELA, which is 28.4 points below the standard. The group Socioeconomically Disadvantaged is in the yellow for Math, which is 29.9 points below the standard.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

N/A

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Emerson Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.36%	0.74%	1	1	2
African American	10.7%	13.17%	12.59%	33	37	34
Asian	9.1%	8.90%	10.37%	28	25	28
Filipino	1.3%	1.78%	0.74%	4	5	2
Hispanic/Latino	19.5%	15.66%	16.3%	60	44	44
Pacific Islander	%	%	0%			0
White	43.5%	46.26%	44.44%	134	130	120
Multiple/No Response	15.3%	13.88%	14.81%	47	39	40
Total Enrollment				308	281	270

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 Multiple/No Response, 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 Hispanic at 16%, followed by Multiple/No response at 14% and African American at 12%.
3. The overall enrollment of Emerson has declined, 3 years in a row.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	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 continues to 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 24, or 7% of the school population.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3	40	54	41	0	53	39	0	53	39	0.0	98.1	95.1
Grade 4	47	46	54	0	45	53	0	45	53	0.0	97.8	98.1
Grade 5	38	50	44	0	50	44	0	50	44	0.0	100.0	100.0
All Grades	125	150	139	0	148	136	0	148	136	0.0	98.7	97.8

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2490.		54.72	58.97		22.64	23.08		5.66	7.69		16.98	10.26
Grade 4		2516.	2496.		51.11	41.51		13.33	24.53		24.44	9.43		11.11	24.53
Grade 5		2562.	2547.		50.00	36.36		26.00	31.82		10.00	15.91		14.00	15.91
All Grades	N/A	N/A	N/A		52.03	44.85		20.95	26.47		12.84	11.03		14.19	17.65

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	28.21		37.74	69.23		9.43	2.56
Grade 4		33.33	35.85		60.00	47.17		6.67	16.98
Grade 5		46.00	34.09		46.00	59.09		8.00	6.82
All Grades		44.59	33.09		47.30	57.35		8.11	9.56

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	38.46		41.51	51.28		9.43	10.26
Grade 4		40.00	33.96		53.33	45.28		6.67	20.75
Grade 5		44.00	38.64		42.00	50.00		14.00	11.36
All Grades		44.59	36.76		45.27	48.53		10.14	14.71

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	28.21		64.15	64.10		7.55	7.69
Grade 4		24.44	18.87		73.33	73.58		2.22	7.55
Grade 5		22.00	18.18		66.00	63.64		12.00	18.18
All Grades		25.00	21.32		67.57	67.65		7.43	11.03

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	30.77		56.60	66.67		9.43	2.56
Grade 4		24.44	28.30		73.33	54.72		2.22	16.98
Grade 5		48.00	20.45		38.00	63.64		14.00	15.91
All Grades		35.81	26.47		55.41	61.03		8.78	12.50

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Overall, 71% of our students in all grades 3-5 Met or Exceeded the standards, as reflected by the most recent year's CAASP results.
2. 17% of students in All Grades did not meet the standard. 11% nearly met the standard.
3. In 2022- 2023, 97% of the students completed the CAASPP assessment for ELA.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3	40	54	41	0	54	41	0	54	41	0.0	100.0	100.0
Grade 4	47	46	54	0	45	53	0	45	53	0.0	97.8	98.1
Grade 5	38	50	44	0	48	44	0	48	44	0.0	96.0	100.0
All Grades	125	150	139	0	147	138	0	147	138	0.0	98.0	99.3

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2496.		53.70	51.22		20.37	26.83		12.96	4.88		12.96	17.07
Grade 4		2520.	2514.		33.33	45.28		33.33	20.75		24.44	16.98		8.89	16.98
Grade 5		2534.	2554.		41.67	40.91		18.75	29.55		14.58	18.18		25.00	11.36
All Grades	N/A	N/A	N/A		43.54	45.65		23.81	25.36		17.01	13.77		15.65	15.22

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	65.85		27.78	19.51		16.67	14.63
Grade 4		42.22	49.06		46.67	28.30		11.11	22.64
Grade 5		37.50	43.18		35.42	47.73		27.08	9.09
All Grades		45.58	52.17		36.05	31.88		18.37	15.94

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	56.10		38.89	29.27		12.96	14.63
Grade 4		37.78	37.74		53.33	43.40		8.89	18.87
Grade 5		35.42	40.91		47.92	50.00		16.67	9.09
All Grades		40.82	44.20		46.26	41.30		12.93	14.49

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	48.78		40.74	41.46		11.11	9.76
Grade 4		31.11	39.62		57.78	43.40		11.11	16.98
Grade 5		22.92	18.18		58.33	72.73		18.75	9.09
All Grades		34.69	35.51		51.70	52.17		13.61	12.32

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. In 2022- 2023, 71% Met or Exceeded the Standard for Math.
2. In 2022- 2023 99% of the students took the SBAC test for Math.
3. In 2022- 2023, 15% overall did not meet the standard in Math

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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	6
1	*	*	*	*	*	*	*	*	*	5	*	4
2	*	*		*	*		*	*		4	*	
3	*	*	*	*	*	*	*	*	*	5	4	*
4	*	*	*	*	*	*	*	*	*	*	5	4
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										19	25	20

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	35.00	31.58	40.00	40.00	31.58	28.00	20.00	26.32	16.00	5.00	19	25	20

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	40.00	31.58	32.00	45.00	10.53	16.00	10.00	21.05	20.00	5.00	19	25	20

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	15.00	36.84	32.00	45.00	21.05	24.00	30.00	42.11	28.00	10.00	19	25	20

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	60.00	68.42	36.00	35.00	10.53	20.00	5.00	19	25	20	

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	45.00	36.84	44.00	45.00	26.32	28.00	10.00	19	25	20

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	30.00	47.37	52.00	60.00	47.37	36.00	10.00	19	25	20

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	35.00	55.56	48.00	50.00	38.89	16.00	15.00	18	25	20

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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 Written Language on the most recent assessment.
2. The Emerson ELPAC writing domain score has improved significantly from 2020 - 2021, increasing from 5% to 35% with a well developed writing. Overall, ELPAC scores increased from 10% (2021-2021) to 35% (2022- 2023) 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 2022 2023 there were 20 students identified as English Learners.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
270	27.4	8.9	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Emerson Elementary School.	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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	24	8.9
Foster Youth		
Homeless	4	1.5
Socioeconomically Disadvantaged	74	27.4
Students with Disabilities	23	8.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	34	12.6
American Indian	2	0.7
Asian	28	10.4
Filipino	2	0.7
Hispanic	44	16.3
Two or More Races	40	14.8
White	120	44.4

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 27% for 2022- 2023 school year.

2. Our total enrollment has decreased every year. The enrollment for the 2022- 2023 school year accounts for 270 students.
3. During the 2022- 2023 School Year, the largest subgroup of students are White students at 44%, followed by 16% Hispanic, 14% Two or More Races, 12% African American, and approximately 10% Asian.

School and Student Performance Data

Overall Performance





The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Blue
Mathematics  Blue		

Conclusions based on this data:

1. ELA scores are high for Emerson.
2. Chronic Absenteeism is in the yellow. 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

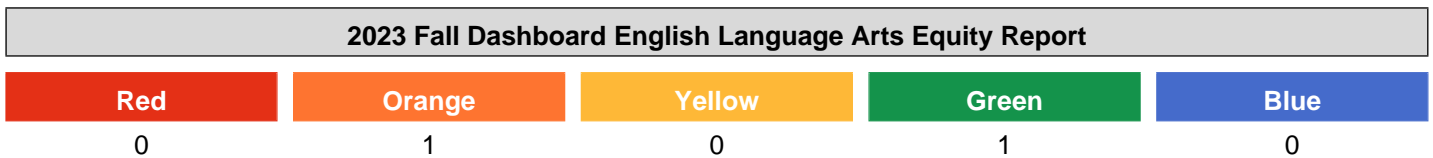
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Green 42.4 points above standard Decreased -11.3 points 135 Students	English Learners 28.5 points below standard Decreased -4.1 points 11 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged Orange 28.4 points below standard Decreased -8.3 points 39 Students	Students with Disabilities 40.3 points below standard Increased +12 points 13 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
46.1 points below standard Decreased -7.3 points 15 Students	Less than 11 Students 1 Student	14.1 points above standard Decreased Significantly - 32.9 points 16 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
13.1 points below standard Decreased Significantly - 23.2 points 21 Students	83.6 points above standard Increased +5.6 points 16 Students	 No Performance Color 0 Students	 Green 78.4 points above standard Decreased -8.1 points 64 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 7 Students	Less than 11 Students 4 Students	46.1 points above standard Decreased -12.8 points 116 Students

Conclusions based on this data:

- Overall, Emerson students are in high category for ELA, with 135 students in grades 3-5 scoring in this category. As a group, they scored 42 points above the average.
- Socioeconomically disadvantaged students scored low in ELA. 39 students in grades 3-5 were in this category. This group was 28 points below the average. English Learners, 11 students in grades 3-5, scored 28 points below the standard in ELA.
- White students scored high, in Grades 3-5, with 64 students. The group was 78 points above the standard.

School and Student Performance Data

Academic Performance Mathematics

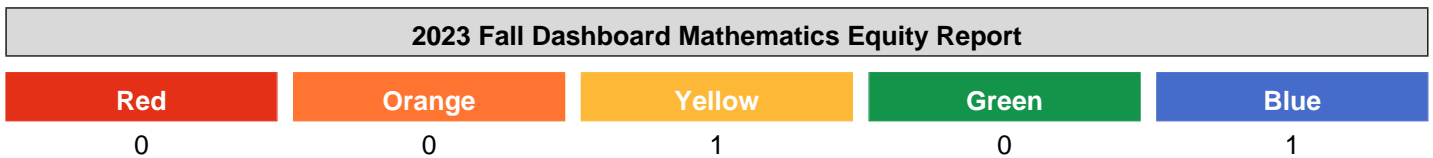
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Blue 38.3 points above standard Increased +4.3 points 135 Students	English Learners 38.5 points below standard Increased +11.1 points 11 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged Yellow 29.9 points below standard Increased +8.4 points 39 Students	Students with Disabilities 68.5 points below standard Increased +3.6 points 13 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
45.3 points below standard Increased Significantly +22.9 points 15 Students	Less than 11 Students 1 Student	22.3 points above standard Decreased -5 points 16 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
20.1 points below standard Decreased -6 points 21 Students	58.3 points above standard Decreased -11 points 16 Students	 No Performance Color 0 Students	 Blue 75.5 points above standard Maintained +2.7 points 64 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 7 Students	Less than 11 Students 4 Students	43.6 points above standard Increased +4.4 points 116 Students

Conclusions based on this data:

1. Overall, Emerson students scored very high in Math, with 135 students in Grades 3-5, who scored an average of 38 points above the standard.
2. 39 students who are socioeconomically disadvantaged in Grades 3-5 scored an average of 29 points below the standard. 13 students with disabilities in Grades 3-5 scored an average of 68 points below the standard. 11 English Learner students scored an average 38 points below the standard.
3. 64 White students, in Grades 3-5, scored Very High, at an average of 75 points above the standard.

School and Student Performance Data

Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
63.6 points above standard making progress towards English language proficiency
Number of EL Students: 11 Students
Performance Level: No Performance Level

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.

2023 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
1	3	0	7

Conclusions based on this data:

- Emerson has a small number of EL students, with 11 students assessed in Grades 3-5. 7% progressed at least one level toward english proficiency.
- 1% of EL students decreased one level away from english proficiency.
- 3% of EL students maintained a consistent level of English Language Acquisition Results.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

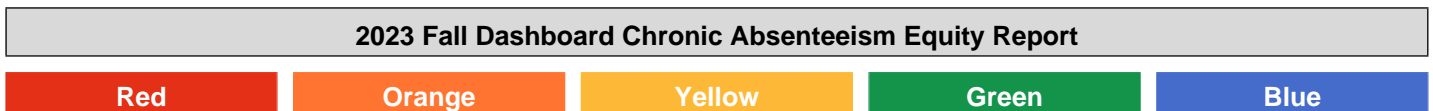
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."








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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Yellow 18.3% Chronically Absent Declined -0.9 273 Students	English Learners 11.5% Chronically Absent Declined -18.1 26 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 4 Students	Socioeconomically Disadvantaged Orange 32.9% Chronically Absent Declined -8.4 82 Students	Students with Disabilities 29.2% Chronically Absent Declined -3.1 24 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 47.1% Chronically Absent Declined -15.1 34 Students	Less than 11 Students 2 Students	10% Chronically Absent Declined -2 30 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 27.9% Chronically Absent Increased 5 43 Students	 Orange 12.8% Chronically Absent Increased 0.6 39 Students	 No Performance Color 0 Students	 Orange 11.4% Chronically Absent Increased 2.5 123 Students

Conclusions based on this data:

- Overall, Emerson has moderate chronic absences with 18% of the students in this category.
- Socioeconomically disadvantaged students are in the high chronic absence category with 32% truancy. Students with disabilities have a 29% absence rate, which also qualifies as high.
- African American students are in the high chronic absence category with 47% truancy for 34 students. Hispanic students have a 27 % absence rate for 43 students, which qualifies as very high. Students of two or more races are 12% truant, which qualifies as high truancy for 39 students. White students have a 11% rate of absences, which is high, for 123 students.

School and Student Performance Data

Conditions & Climate Suspension Rate

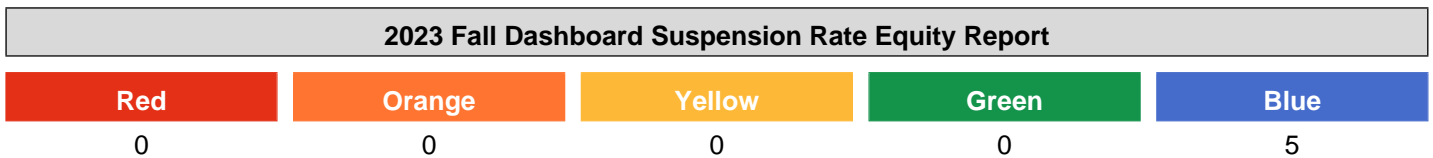
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.



Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."








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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0% suspended at least one day Declined -0.3 278 Students	English Learners 0% suspended at least one day Maintained 0 27 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 4 Students	Socioeconomically Disadvantaged  Blue 0% suspended at least one day Declined -1.1 85 Students	Students with Disabilities 0% suspended at least one day Declined -3.2 24 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0% suspended at least one day Maintained 0 35 Students	Less than 11 Students 2 Students	0% suspended at least one day Maintained 0 30 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least one day Declined -2 45 Students	 Blue 0% suspended at least one day Maintained 0 41 Students	 No Performance Color 0 Students	 Blue 0% suspended at least one day Maintained 0 123 Students

Conclusions based on this data:

1. Overall, suspension indicator for Emerson is very low, with 0 of 270 students suspended.
2. African American students had very low suspension, with 0% students suspended.
3. Students with disabilities had a very low suspension rate,

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

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

High Quality Instruction and Curriculum

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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 2022- 2023 CAASPP results, of the 136 third through 5th-grade students tested, 71% of Emerson students met or exceeded the overall standard in ELA. Upon closer look, of the 15 African American students tested, the average score was 46.1 points below the standard. Of the 64 White students tested, the average score was 78.4 points above the standard.</p> <p>According to the 2022- 2023 CAASPP results, of the 138 third through 5th-grade students tested, 71% of Emerson students met or exceeded the overall standard in Math. Upon closer look, of the 15 African American students tested, the average score was 45.3 points below the standard. Of the 64 White students tested, the average score was 75.5 points above the standard.</p>	Increase the average score of African American students in overall ELA and Math by at least 10 points.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>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. Teachers will continue to transition to Next Generation Science Standards for Science.</p> <p>This activity will be supported by our Literacy Coach: .25 FTE at the cost of \$33,110 funded by BSEP Site Funds.</p> <p>Teachers will attend district-wide and site-based training led by literacy and math coaches as well as site and district teacher leaders. 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.</p> <p>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 \$838 funded by BSEP funds.</p> <p>\$2,500 will be allocated from BSEP funds for Teacher hourly work for PD/ Curriculum Development & support of the school functions/ programs.</p> <p>All appropriate and necessary materials, supplies, equipment, and technology (for students and staff) hardware and software licenses and furniture will be purchased.</p>	All Students	<p>33110 BSEP</p> <p>6,500 BSEP Carryover</p> <p>838 BSEP</p> <p>2,500 BSEP</p> <p>15,000 PTA</p>

	This activity will be supported by PTA funds for materials and supplies in the amount of \$15,000.		
1.2	<p>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.</p> <p>This activity will be supported by our Response to Intervention Teacher (RTI) .35 FTE at a cost of \$48134 in BSEP site funds, and .25 in Title 1 funds at a cost of \$34382. In case of a rise in personnel costs, an extra \$5011 from BSEP site funds will be set aside in reserve costs.</p>	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.	<p>48134 BSEP</p> <p>34382 Title I A - Basic Funding</p> <p>5011 BSEP</p>

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Emerson students make progress due to Tier 1 instruction, which is improved through teacher collaboration, professional development and training.

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

Emerson PTA will supplement funds for additional Professional Development and training opportunities for school staff.

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.

Staff will sign into professional development and trainings so we can monitor participation and provide make ups or alternatives as possible.

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

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Cultural and Linguistic Responsiveness

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC data, CAASPP data, DIBELS and STAR data, analysis of staff training and use of Equity and intervention strategies in the classroom and throughout the school day.	For the 2022- 2023 school year, Socioeconomically disadvantaged students scored low in ELA. 39 students in grades 3-5 were in this category. This group was 28.4 points below the average. For Math: 39 students who are socioeconomically disadvantaged in Grades 3-5 scored 29.9 points below the standard. 13 students with disabilities in Grades 3-5 scored 68.3 points below the standard for Math. Of 11 EL Students, 7% progressed at least one level on the ELPAC assessment in 2022- 2023.	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.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	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'	Intervention for students in grades TK-5 will be provided during the school day by Literacy Coach,	6,000 BSEP Carryover 496 Title I A - Parent Involvement

	<p>cultures and personal experiences to improve the delivery of culturally relevant pedagogy. The Equity TSA 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 literature together and engaging in training, such as Trauma Informed training, to improve our practices.</p> <p>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.</p> <p>\$6,000 of BSEP Carryover funds will be designated for Materials and Supplies for Emerson Teachers in support of student learning.</p> <p>\$496 of Title 1 funds will be designated to encourage Parent Involvement through informative events sponsored by the EL or Intervention Teachers. An additional \$330 in Title 1 funds will be designated to materials and supplies to support Equity work with staff and our community. An additional \$1,719 of Title 1 funds will be set aside in reserve to respond to mid-year increases in funding expenditures attached to salaries.</p>	<p>RTI, ELD Teachers, Special Education Staff, Classroom Teachers, Tutors, and volunteers.</p> <p>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.</p> <p>\$496 of Title 1 (Parent Engagement) funds will be designated to encourage Parent Involvement through informative events sponsored by the EL or Intervention Teachers.</p>	<p>1719 Title I A - Basic Funding</p>
--	--	--	---

		<p>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.</p> <p>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.</p>	
--	--	---	--

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Emerson staff will invite Parent Participation in affinity groups, such as EL and Black Family group meetings.

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.

Attendance will be recorded at Parent Participation events to monitor effectiveness and attendance.

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

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Safe, Welcoming and Inclusive School Climate

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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: 69% participated. 22 Certificated staff took the survey.	Increased participation in the student and staff engagement survey, to include 80% of the population.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	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. The Principal will meet with families to create Gender and Support Plans as needed.	Teachers, staff, and parents will plan and articulate strategies for parent involvement and include them in the site plan.	330 Title I A - Basic Funding

<p>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.</p> <p>Behavioral health support services will be coordinated and provided at school. Site will collaborate with Berkeley Public Mental Health and other service providers to provide services and best practices for student social emotional health.</p> <p>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.</p> <p>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.</p> <p>OFEE 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. OFEE coordinator will partner with School Principal to plan and host affinity events such as Black Family Dinner/ Meetings. OFEE coordinator and Principal will work with a student group to identify student inclusion/ equity concerns and address them- this group will be called the Student Advisory Committee.</p> <p>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.</p> <p>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</p>		
---	--	--

	<p>Plan goals. Staff meeting time will be used periodically to review the contents of Emergency Backpacks and Emergency Containers and restock supplies as needed.</p> <p>\$330 will be allocated from Title 1 funds to support materials and supplies for student and community meeting purposes.</p>		
3.2	<p>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.</p> <p>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.</p> <p>The site will hold SSC meetings to share information, gain parent perspectives, and form meaningful partnerships with parents. The OFEE 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.</p>	<p>All students with focus on students of color, students who qualify for free or reduced price meals, EL students, and Foster and homeless youth.</p>	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Parents will be invited to meetings that inform parents about the Welcoming Schools Curriculum, ELA adoption, EL program and other important supports for the community.

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.

The PTA and SSC will monitor parent attendance and programming impact to determine their effectiveness.

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

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

To ensure that all students receive a well rounded instructional program, the PTA will supplement the FTE of the PE teacher in order to provide a comprehensive program. In addition, Emerson will use Prop 28 funds to support a comprehensive Art Program. Emerson staff will receive on going Intervention Training in Math and ELA.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
100% student participation in PE and Art curriculum; Math intervention training for staff	Continued 100% participation in Art & PE curriculum	Continued 100% participation in Art & PE curriculum. Increased student math scores
Annual Review of SPSA Actions	Annually	Once per year
Annual Review of SPSA funds expended	All funds expended	All funds expended

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	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. Prop 28 funds of \$33,416 will be used toward .23 FTE salary of the Art Teacher. An additional \$553	All	33,416 Other 553 Other 1671 Other

<p>will be reserved for Materials and Supplies from the Prop 28 funds. \$1,671 will be set aside in unallocated reserve, from the Prop 28 funds, for the Art Teacher salary.</p> <p>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 .47 FTE at a cost of \$61,624 and District will fund .48 FTE. An additional .05 FTE, which is approximately \$8,000 will be funded by the VAPA program, as the PE teacher will incorporate a Dance unit of study in the curriculum.</p> <p>In case of an increase in costs, an additional \$5,018 allocation will be set aside as an unallocated reserve in PTA funds.</p> <p>Principal will work with district staff to provide professional development for staff in Math Intervention Strategies through Silicon Valley Math Initiative in the amount of \$2,323. Emerson Staff will participate in Year 3 of the Literacy Action Plan, which is coordinated by the Director of Curriculum and Instruction. \$6,486 will be designated from district resources to provide for Materials and Supplies.</p> <p>A collaboration between Kids' World and the PTA may provide additional opportunities for enrichment such as yoga and art classes after school.</p> <p>Instructional materials will be provided for art, physical education, and other classes.</p> <p>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.</p> <p>The site will hold SSC meetings to share information, gain parent perspectives, and form meaningful partnerships with parents. The OFEE coordinator will outreach to families of color to</p>		<p>5018 PTA</p> <p>61624 PTA</p> <p>8000 Other</p> <p>2323 Other</p> <p>6486 Other</p>
---	--	--

	<p>increase involvement and will coordinate with target parents and ELD teachers to encourage parent participation and attendance.</p> <p>The principal and staff will collaborate with multiple stakeholders such as the After School Coordinator, Student Advisory Committee, OFEE office, Literacy Coach, RTI teacher, and ELD teacher to plan and hold family information evenings and assemblies based on interests and needs.</p> <p>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 the Spring Festival and culturally based assemblies and activities throughout the year.</p> <p>The staff will continue to work with the PTA board to coordinate special presentations for PTA meetings such as evenings on parenting, literacy, etc.</p> <p>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.</p>		
<p>4.2</p>	<p>Site School Plan for Student Achievement (SPSA) Evaluation:</p> <p>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.</p> <p>Complete annual SPSA Evaluation Document with School Site Council and English Learner Advisory Committee.</p> <p>On-going meetings with Leadership Team to review and analyze CA Dashboard and Educlimber data.</p>	<p>All</p>	<p>0</p>
<p>4.3</p>	<p>Program Evaluation Support:</p> <p>On-going meetings with Leadership Team to review data.</p> <p>Utilize Educlimber to track and monitor student progress.</p>	<p>All</p>	<p>0</p>

	Engage School Site Councils, English Learner Advisory Committee, and other site committees in listening sessions.		
4.4	<p>System of Local Assessments:</p> <p>Complete district assessments within the assessment window.</p> <p>Utilize benchmark and program monitoring data to assess student need for interventions.</p> <p>Share student assessment data through family communications.</p>	All	0

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The Principal will supervise and evaluate staff funded by the Emerson PTA. The Principal will monitor the effectiveness of the school wide academic and support program.

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.

The Principal will ensure that the staff funded by the Emerson PTA are utilized for their intended purpose.

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

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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. Over thirty 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. No students were suspended during the 2022- 2023 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		
Chronic Absentee Rate (CDE Dataquest)		15%
Suspension Rate (CDE Dataquest)	0	0

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	<p>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 \$38,744 (.49 FTE) from PTA funds and \$18,977 (.24 FTE) from BSEP funds.</p> <p>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 OFEE 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 OFEE coordinator will collaborate with the principal to create Student Attendance Review Board Packets.</p> <p>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 PE Coach to be Restorative Practice Leaders in the lunchroom and play yard.</p> <p>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.</p>	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.	38744 PTA 18977 BSEP

	<p>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.</p> <p>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.</p>		
<p>5.2</p>	<p>Supports for Students Experiencing Homelessness:</p> <p>Collaborate with the district to provide direct services and support to our McKinney-Vento students.</p>	<p>Students Experiencing Homelessness</p>	<p>0</p>
<p>5.3</p>	<p>Family Engagement - Office of Family Engagement and Equity (OFEE):</p> <p>Site Staff to provide support in three main focal areas:</p> <p>1) Establishing links between home and school for academic success</p>	<p>Students Experiencing Homelessness</p>	<p>0</p>

	<p>2) Improving behavioral supports for students by helping families build trusting relationships with school staff and students</p> <p>3) Promoting attendance and access to health services</p>		
5.4	<p>Intervention Services for Students Experiencing Homelessness:</p> <p>Work with the district to identify students at risk due to chronic absenteeism.</p> <p>Provide incentives to promote attendance.</p> <p>On going review of chronic absenteeism data.</p> <p>Work with the district to support the needs of students experiencing homelessness.</p> <p>Work with staff to ensure families are connected to the site and available resources.</p>	Students Experiencing Homelessness	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Emerson Attendance Team will keep notes and records regarding their interventions with truant families.

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

If a family does not participate in Attendance Interventions, District support may be necessary.

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.

Attendance continues to be a concern at Emerson and the Team will continue to monitor via the BUSD systems of Infinite Campus and Illuminate.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$330,832.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	\$108,570.00
BSEP Carryover	\$12,500.00
Other	\$52,449.00
PTA	\$120,386.00
Title I A - Basic Funding	\$36,431.00
Title I A - Parent Involvement	\$496.00

Subtotal of state or local funds included for this school: \$330,832.00

Total of federal, state, and/or local funds for this school: \$330,832.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
	0.00
BSEP	108,570.00
BSEP Carryover	12,500.00
Other	52,449.00
PTA	120,386.00
Title I A - Basic Funding	36,431.00
Title I A - Parent Involvement	496.00

Expenditures by Budget Reference

Budget Reference	Amount
	154,020.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	BSEP	108,570.00
	BSEP Carryover	12,500.00
	Other	52,449.00
	PTA	120,386.00
	Title I A - Basic Funding	36,431.00
	Title I A - Parent Involvement	496.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	145,475.00

Goal 2	8,215.00
Goal 3	330.00
Goal 4	119,091.00
Goal 5	57,721.00

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
Shahram Aarabi	Parent or Community Member
Karla Schlags	Parent or Community Member
Diana Gordon	Parent or Community Member
Nancy Gage	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 5/8/24.

Attested:

	Principal, Mrs. Jana Holmes on 5/8/2024
	SSC Chairperson, Jeffery Cross on 5/08/2024

Kathy Fleming
Director of Local Resources

Kathy Fleming
Signature

6-4-24
Date

Jill Hoogendyk
Associate Superintendent, Educational Services

Jill Hoogendyk
Signature

6-6-24
Date

