School Year: **2026-27**

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 14, 2026	June 17, 2026

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
- Comprehensive Support and Improvement
- Targeted Support and Improvement
- 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....8
    ELPAC Results....12
    Student Population....16
    Overall Performance....18
    Academic Performance....20
    Academic Engagement....28
    Conditions & Climate....31
Goals, Strategies, & Proposed Expenditures....33
    Goal 1....33
    Goal 2....37
    Goal 3....42
    Goal 4....45
    Goal 5....49
Budget Summary....51
    Budget Summary....51
    Other Federal, State, and Local Funds....51
Budgeted Funds and Expenditures in this Plan....52
    Funds Budgeted to the School by Funding Source....52
    Expenditures by Funding Source....52
    Expenditures by Budget Reference....52
    Expenditures by Budget Reference and Funding Source....52
    Expenditures by Goal....52
School Site Council Membership....54
Recommendations and Assurances....55

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
- Comprehensive Support and Improvement
- Targeted Support and Improvement
- 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 2026- 2027 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 principal attend the meetings and participate in the development and oversight process for the school program.

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 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. Since the 2022- 2023 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 Response to Intervention Teacher/ Coach position.

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 2025, 15.6% of the students were chronically truant. This is a increase or 2.3%. For 2025, the African American group moved from orange to red with a 39% truancy rate. The Hispanic group moved from orange to red wiht a 26% truancy rate.

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 African American, Hispanic and Two or More Races are in the Red Category for attendance at Emerson. The group Socioeconomically Disadvantaged are in the Red Category.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.71%	0.35%	0.34%	2	1	1
African American	13.48%	16.61%	14.38%	38	47	42
Asian	8.51%	7.42%	8.22%	24	21	24
Filipino	0.35%	%	%	1		
Hispanic/Latino	16.31%	15.19%	12.67%	46	43	37
Pacific Islander	%	%	0.34%			1
White	46.10%	45.23%	46.23%	130	128	135
Multiple/No Response	14.54%	15.19%	17.81%	41	43	52
			Total Enrollment	282	283	292

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		19	20
Kindergarten	42	38	44
Grade 1	42	44	44
Grade 2	44	44	45
Grade3	45	47	48
Grade 4	41	47	45
Grade 5	52	44	46
Total Enrollment	282	283	292

Conclusions based on this data:

1. The four primary groups of students at Emerson are White, African American, Hispanic and Two or More Races.
2. The percentage of African American students slightly increased from 2023- 2024 to 2024- 2025by approximately 3%. The number of Latino and Asian students has remained relatively the same. At the present time the largest subgroup is African American at 17%, followed by Two or More at 15% and Hispanic at 15%.
3. The overall enrollment of Emerson increased in 2024- 2025 by one student.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	20	27	21	8.9%	7.1%	7.2%
Fluent English Proficient (FEP)	25	24	25	7.8%	8.9%	8.6%

Conclusions based on this data:

1. Emerson's number of English Language Learners continues to decreased in accordance with the fluxations in school wide attendance and the precentage of students who are reclassified as Fluent English Proficient.
2. The percentage of Fluent English Proficient speakers has varied between approximately 7 to 8% in the past three years.
3. For the 2024- 2025 school year, the number of English Learner students was 24 or 8.5 % 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	41	43	46	39	43	45	39	43	45	95.1	100	97.8
Grade 4	54	40	45	53	39	43	53	39	43	98.1	97.5	95.6
Grade 5	44	51	46	44	49	45	44	49	45	100.0	96.1	97.8
All Grades	139	134	137	136	131	133	136	131	133	97.8	97.8	97.1

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2490.	2498.	2524.	58.97	51.16	64.44	23.08	30.23	22.22	7.69	11.63	8.89	10.26	6.98	4.44
Grade 4	2496.	2483.	2515.	41.51	25.64	46.51	24.53	43.59	20.93	9.43	2.56	18.60	24.53	28.21	13.95
Grade 5	2547.	2559.	2548.	36.36	46.94	44.44	31.82	28.57	28.89	15.91	12.24	11.11	15.91	12.24	15.56
All Grades	N/A	N/A	N/A	44.85	41.98	51.88	26.47	33.59	24.06	11.03	9.16	12.78	17.65	15.27	11.28

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	28.21	34.88	53.33	69.23	62.79	44.44	2.56	2.33	2.22
Grade 4	35.85	23.08	27.91	47.17	64.10	65.12	16.98	12.82	6.98
Grade 5	34.09	44.90	33.33	59.09	44.90	55.56	6.82	10.20	11.11
All Grades	33.09	35.11	38.35	57.35	56.49	54.89	9.56	8.40	6.77

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	38.46	44.19	44.44	51.28	46.51	51.11	10.26	9.30	4.44
Grade 4	33.96	10.26	23.26	45.28	69.23	62.79	20.75	20.51	13.95
Grade 5	38.64	28.57	28.89	50.00	61.22	60.00	11.36	10.20	11.11
All Grades	36.76	28.24	32.33	48.53	58.78	57.89	14.71	12.98	9.77

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	28.21	34.88	20.00	64.10	58.14	73.33	7.69	6.98	6.67
Grade 4	18.87	17.95	23.26	73.58	64.10	69.77	7.55	17.95	6.98
Grade 5	18.18	28.57	13.33	63.64	65.31	77.78	18.18	6.12	8.89
All Grades	21.32	27.48	18.80	67.65	62.60	73.68	11.03	9.92	7.52

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	30.77	32.56	40.00	66.67	62.79	53.33	2.56	4.65	6.67
Grade 4	28.30	25.64	30.23	54.72	69.23	65.12	16.98	5.13	4.65
Grade 5	20.45	36.73	31.11	63.64	57.14	51.11	15.91	6.12	17.78
All Grades	26.47	32.06	33.83	61.03	62.60	56.39	12.50	5.34	9.77

Conclusions based on this data:

1. Overall, 90% of our students in all grades 3-5 Met or Exceeded the standards, as reflected by the most recent year's CAASP results.
2. 10 % of students in All Grades did not meet the standard.
3. In 2024- 2025 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	41	43	46	41	43	46	41	43	46	100.0	100	100
Grade 4	54	40	45	53	39	43	53	39	43	98.1	97.5	95.6
Grade 5	44	51	46	44	49	46	44	49	46	100.0	96.1	100
All Grades	139	134	137	138	131	135	138	131	135	99.3	97.8	98.5

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2496.	2499.	2525.	51.22	51.16	63.04	26.83	30.23	21.74	4.88	4.65	10.87	17.07	13.95	4.35
Grade 4	2514.	2501.	2512.	45.28	35.90	34.88	20.75	25.64	20.93	16.98	20.51	27.91	16.98	17.95	16.28
Grade 5	2554.	2559.	2560.	40.91	55.10	50.00	29.55	16.33	15.22	18.18	6.12	15.22	11.36	22.45	19.57
Grade 11															
All Grades	N/A	N/A	N/A	45.65	48.09	49.63	25.36	23.66	19.26	13.77	9.92	17.78	15.22	18.32	13.33

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	65.85	55.81	69.57	19.51	32.56	23.91	14.63	11.63	6.52
Grade 4	49.06	38.46	42.86	28.30	38.46	42.86	22.64	23.08	14.29
Grade 5	43.18	55.10	50.00	47.73	20.41	39.13	9.09	24.49	10.87
Grade 11									
All Grades	52.17	50.38	54.48	31.88	29.77	35.07	15.94	19.85	10.45

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	56.10	48.84	58.70	29.27	39.53	36.96	14.63	11.63	4.35
Grade 4	37.74	35.90	27.91	43.40	35.90	46.51	18.87	28.21	25.58
Grade 5	40.91	38.78	45.65	50.00	46.94	36.96	9.09	14.29	17.39
All Grades	44.20	41.22	44.44	41.30	41.22	40.00	14.49	17.56	15.56

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	48.78	44.19	52.17	41.46	46.51	41.30	9.76	9.30	6.52
Grade 4	39.62	30.77	32.56	43.40	51.28	48.84	16.98	17.95	18.60
Grade 5	18.18	42.86	39.13	72.73	42.86	36.96	9.09	14.29	23.91
All Grades	35.51	39.69	41.48	52.17	46.56	42.22	12.32	13.74	16.30

Conclusions based on this data:

1. In 2024- 2025, 69% Met or Exceeded the Standard for Math.
2. In 2024- 2025 98% of the students took the SBAC test for Math.
3. In 2024- 2025, 31% 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) web page or the 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	6	6	6
1	*	*	*	*	*	*	*	*	*	4	*	6
2		*	*		*	*		*	*		5	*
3	*		*	*		*	*		*	*		4
4	*	*	*	*	*	*	*	*	*	4	*	*
5	*	*	*	*	*	*	*	*	*	*	*	5
All Grades										20	19	24

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*		*	*
3	*		*	*		*	*		*	*		*	*		*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.00	31.58	16.67	40.00	42.11	50.00	20.00	26.32	20.83	5.00	0.00	12.50	20	19	24

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*		*	*
3	*		*	*		*	*		*	*		*	*		*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.00	47.37	41.67	45.00	36.84	29.17	10.00	10.53	16.67	5.00	5.26	12.50	20	19	24

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	15.00	21.05	12.50	45.00	26.32	37.50	30.00	42.11	33.33	10.00	10.53	16.67	20	19	24

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*
3	*		*	*		*	*		*	*		*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	60.00	52.63	33.33	35.00	36.84	50.00	5.00	10.53	16.67	20	19	24

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*
3	*		*	*		*	*		*	*		*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	45.00	52.63	29.17	45.00	36.84	58.33	10.00	10.53	12.50	20	19	24

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*
3	*		*	*		*	*		*	*		*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.00	15.79	16.67	60.00	73.68	58.33	10.00	10.53	25.00	20	19	24

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*
3	*		*	*		*	*		*	*		*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.00	36.84	25.00	50.00	57.89	66.67	15.00	5.26	8.33	20	19	24

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. Approximately 16% of the students scored in the 4th Domain in Overall Language in 2024- 2025.
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 2024- 2025 there were 24 students identified as English Learners.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
283	**29.7%**	**9.5%**	**0.7%**
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.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	27	9.5%
Foster Youth	2	0.7%
Homeless	3	1.1%
Socioeconomically Disadvantaged	84	29.7%
Students with Disabilities	25	8.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	47	16.6%
American Indian	1	0.4%
Asian	21	7.4%
Filipino	0	0.0%
Hispanic	43	15.2%
Two or More Races	43	15.2%
Pacific Islander	0	0.0%
White	128	45.2%

Conclusions based on this data:

1. Post pandemic, the number of students qualifying for free and reduced numbers has been gradually increasing over time, with percentage approximately 30 % for 2024- 2025 school year.

2. Our total enrollment has not signficantly rebounded post pandemic. The enrollment for the 2024- 2025 school year accounts for 283 students.

3. During the 2024- 2025 School Year, the largest subgroup of students are White students at 45%, followed by 16% African American, 15% Hispanic, 15% Two or more races, and approximately 7% Asian.

School and Student Performance Data

Overall Performance

The 2025 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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Chronic Absenteeism** Orange	**Suspension Rate** Yellow
Mathematics Blue		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. ELA and Math scores are high for Emerson.
2. Chronic Absenteeism is in the orange.
3. Our suspension rate is 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 2025 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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	1	1

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	No Performance Color
62.1 points above standard	14.6 points below standard	Fewer than 11 students - No Data for Privacy
Increased 15.9 points	Increased 39.1 points	1 Student
132 Students	16 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	2.4 points below standard
1 Student	1 Student	Increased 11.2 points
		41 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	30.2 points below standard	0 Students
10 Students	Declined 18.7 points	
	17 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
19.1 points above standard	0 Students	27.8 points above standard
11 Students		Increased 36.1 points
		21 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
70.5 points above standard	0 Students	102.2 points above standard
Increased 10.3 points		Increased 31.8 points
18 Students		65 Students

Conclusions based on this data:

1. Overall, Emerson students are in high category for ELA, with 132 students in grades 3-5 scoring in this category. As a group, they scored 62 points above the average.
2. Socioeconomically disadvantaged students scored yellow in ELA. 41 students in grades 3-5 were in this category. This group was 2.4 points below the average. English Learners, 16 students in grades 3-5, scored 14 points below the standard in ELA.
3. White students scored blue, in Grades 3-5, with 65 students. The group was 102 points above the standard.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	1	1

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	No Performance Color
49.9 points above standard	39.1 points above standard	Fewer than 11 students - No Data for Privacy
Increased 13.7 points	Increased 61.6 points	1 Student
134 Students	18 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	7.7 points below standard
1 Student	1 Student	Increased 21.4 points
		41 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	51.9 points below standard	0 Students
10 Students	Declined 10.3 points	
	17 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
52.8 points above standard	0 Students	7.4 points below standard
12 Students		Increased 16.3 points
		22 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
49.3 points above standard	0 Students	89.3 points above standard
Increased 11.8 points		Increased 13.7 points
19 Students		65 Students

Conclusions based on this data:

1. Overall, Emerson students scored very high in Math, with 134 students in Grades 3-5, who scored an average of 49.9 points above the standard.
2. 41 students who are socioeconomically disadvantaged in Grades 3-5 scored an average of 7.7 points below the standard. 16 students with disabilities in Grades 3-5 scored an average of 52 points below the standard. 18 English Learner students scored an average 39.1 points above the standard.
3. 59 White students, in Grades 3-5, scored Very High, at an average of 89.3 points above the standard.

School and Student Performance Data

Academic Performance
Science

The 2025 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.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	No Performance Color	No Performance Color
64.9 science points	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Maintained -1.1 points	8 Students	1 Student
44 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	47.5 science points
	1 Student	Maintained -0.8 points
		11 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 6 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	No Performance Color 0 Students	No Performance Color 72.1 science points Declined 4.6 points 22 Students

Conclusions based on this data:

1. Overall, 5th Grade students maintained a scored high on the Science assessment.
2. 44 students took the Science assessment..
3. 11 Socioeconomic disadvantaged students took the Science assessment and maintained their score from 2023-2024.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
No Performance Color	No Performance Color
making progress.	making progress.
Number Students: 10 Students	Number Students: 1 Student

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.

2025 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**

Conclusions based on this data:

1. Emerson has a small number of EL students, with 10 students assessed in Grades 3-5.
2. 1 student long term english student has no performance color.
3. With only 10 EL students at Emerson, the data is not displayed for privacy.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A- emerson elementary school
2. N/A
3. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	No Performance Color	No Performance Color
15.6% Chronically Absent	19.4% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 2.3	Increased 11.7	1 Student
295 Students	31 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	31.3% Chronically Absent
2 Students	4 Students	Increased 11.5
		96 Students

Students with Disabilities	African American	American Indian
No Performance Color	Red	No Performance Color
26.7% Chronically Absent	39.6% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 7.4	Increased 14.6	1 Student
30 Students	48 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
4.3% Chronically Absent	0 Students	26.7% Chronically Absent
Declined 4.3		Increased 4.9
23 Students		45 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Orange
6.4% Chronically Absent	0 Students	8.4% Chronically Absent
Declined 7.3		Increased 0.8
47 Students		131 Students

Conclusions based on this data:

1. Overall, Emerson has orange category chronic absences with 15.6% of the students in this category.
2. Socioeconomically disadvantaged students are in the red (severe) chronic absence category with 31.3% truancy. Students with disabilities have a 26.7% absence rate, which also qualifies as truant.
3. African American students are in the orange chronic absence category with 39% truancy for 48 students. Hispanic students have a 26% absence rate for 45 students, which qualifies as red. Students of two or more races are 6% truant, which qualifies as green designation for 47 students. White students have a 8.4% rate of absences, which is orange, for 131 students.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Graduation data is not included for emerson elementary school
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	0	2

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	No Performance Color	No Performance Color
0.7% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 0.7%	Maintained 0%	1 Student
297 Students	32 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	1% suspended at least one day
2 Students	4 Students	Increased 1%
		96 Students

Students with Disabilities	African American	American Indian
No Performance Color	Orange	No Performance Color
6.7% suspended at least one day	2.1% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 6.7%	Increased 2.1%	1 Student
30 Students	48 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Blue
0% suspended at least one day	0 Students	0% suspended at least one day
Maintained 0%		Maintained 0%
23 Students		45 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Yellow
0% suspended at least one day	0 Students	0.8% suspended at least one day
Maintained 0%		Increased 0.8%
48 Students		132 Students

Conclusions based on this data:

1. Overall, suspension indicator for Emerson is very low, with 0.7% of 297 students suspended.
2. African American suspensions increased, with 2% students suspended once.
3. Students with disabilities suspensions increased, with 6.7% suspended once.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Excellence & Equitable Outcomes
Academic Excellence & Equitable Outcomes
Goal 1: Provide high quality classroom curriculum and responsive instructional practices that are informed by data, promote college and career readiness and eliminate the achievement gap based on race and/or program.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Excellence & Equitable Outcomes
Goal 1: Provide high quality classroom curriculum and responsive instructional practices that are informed by data, promote college and career readiness and eliminate the opportunity gap based on race and/or program.

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, DIBELS, STAR and CAASPP data, and other teacher designed assessments and measures of progress. COST (Coordination of Services Team) reports of student progress.	According to 2025-2026 CAASPP results, of the 133 third through 5th-grade students tested, 90% of Emerson students met or exceeded the overall standard in ELA. Upon closer look, of the Socioeconomically disadvantaged students, 41 students were tested, and as a group, they were 2.4 points below the standard. Of the 17 African American students tested, they were 30.2 points below the standard. Of the 65 White students tested, as a group, they were 102.2 points above the standard.	Increase the average score of African American students in overall ELA and Math by at least 5 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	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	All Students	36,417 BSEP 6,500

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Science Standards for Science. This activity will be supported by our Literacy Coach: .25 FTE at the cost of $36,417 funded by BSEP Site Funds. Teachers will attend district-wide and site-based training led by literacy and math coaches as well as site and district teacher leaders. 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 @ $315/day at a cost of $6,500 funded by BSEP carryover funds. An additional $1,737 will be designated from BSEP Carryover funds for Indirect Costs. 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 $2000 funded by BSEP Carryover funds. $7,500 will be allocated from BSEP Carryover funds for Teacher hourly work for PD/ Curriculum Development & support of the school functions/ programs. $3225 will be allocated from BSEP funds for Teacher hourly work for PD/ Curriculum Development & support of school functions/ programs. All appropriate and necessary materials, supplies, equipment, and technology (for students and staff) Hardware and software licenses and furniture will be purchased. The Emerson Gardening program will recieve $1000 for materials and supplies, earmarked from the PTA contribution.		BSEP Carryover 2000 BSEP Carryover 7,500 BSEP Carryover 9,000 PTA 3225 BSEP

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	In addition, the TK Healthy Me Program will recieve $1000, earmarked from the PTA contribution. This activity will be supported by PTA funds for materials and supplies in the amount of $9,000.		
1.2	The Emerson RTI (Intervention) Teacher will support students with small group in-class and outside of class intervention, specifically students who qualify as Unduplicated Students. The use of Title 1 funding will support the salary of the RTI Teacher, improving outcomes for this focal group of students. In addition, 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. These activities will be supported by our Response to Intervention Teacher (RTI) .40 FTE at a cost of $59515 in BSEP site funds, and .20 in Title 1 funds at a cost of $29757. In case of a rise in personnel costs, an extra $6924 from the BSEP Unallocated Reserve will be set aside. $5851 will be paid from Site BSEP for indirect costs.	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.	59515 BSEP 29757 Title I A - Basic Funding 6924 BSEP 5851 BSEP

Annual Review

SPSA Year Reviewed: 2025-26

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 alternative opportunities 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.

Academic Excellence & Equitable Outcomes
Goal 2: Provide and monitor the necessary, timely and effective academic and behavioral interventions to accelerate outcomes and eliminate barriers to student success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Provide and monitor the necessary, timely and effective academic and behavioral interventions to accelerate outcomes and 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.

Goal 2: Provide necessary and timely academic interventions to accelerate outcomes and 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. Attendance Data - percentage of students who experience homelessness who meet/ exceed CAASPP standards in the district/ site Chronic Absentee Rate (California Dashboard) Suspension Rate (California Dashboard)	For the 2025-2026 school year, socioeconomically disadvantaged students scored lower than the White Student Group in ELA on the CAASPP. 41 students in grades 3-5 were in this category. This group was 2.4 points below the standard. For Math CAASPP: 41 students who are socioeconomically disadvantaged in Grades 3-5 scored 7.7 points below the standard. Of 18 EL Students, the CAASPP results show ELA scores that are 39.1 points above the standard in Math and 39.1 points above the standard in ELA. Student Attendance Review Team (SART) meetings are regularly scheduled for focal students, and SARB meetings are held for high-risk cases. Over 30 families were invited to SART truancy meetings. African American, Hispanic, Two or More Races, and socio-disadvantaged student groups can benefit from increased school attendance. .07% students were suspended in 2025-2026.	English Learners should increase proficiency toward the standard by 5% in ELA and Math. In addition, socioeconomically disadvantaged student groups should increase their overall ELA and Math scores by 5% toward the proficiency standard. Decrease truancy and as a result, number of truancy and SART letters. 5% increase in daily matriculation for chronically truant students

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' cultures and personal experiences to improve the delivery of culturally relevant pedagogy. The Welcoming Schools Teacher Leader will work collaboratively with the staff to lead our work in this area, and we will devote the equivalent of one hour per trimester of staff meeting time to this work. We will continue reading literature together and engaging in training, such as Culturally Responsive Teacher training, to improve our practices. With the support of the Welcoming Schools Teacher Leader, staff will engage regularly in equity-based learning activities, read articles, review data (use of responsive strategies with students from target groups and office referrals), and use responsive and dynamic data tools to identify student and staff needs to create a more	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. Intervention for students in grades TK-5 will be provided during the school day by Literacy Coach, RTI, ELD Teachers, Special Education Staff, Classroom Teachers, Tutors, and volunteers.	10,000 BSEP Carryover 39749 PTA 1785 Title I A - Basic Funding 1212 BSEP Carryover 452 Title I A - Parent Involvement

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	welcoming and engaging environment for all students. $10,000 of BSEP Carryover funds will be designated for Materials and Supplies for Emerson Teachers in support of student learning. Title 1 funds of $452 will be designated to encourage Parent Involvement through informative events sponsored by the EL or Intervention Teachers. An additional $1785 of Title 1 funds will be set aside in reserve to respond to mid-year increases in funding expenditures attached to salaries. 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 $39,749 (.49 FTE) from PTA funds and $19,469 (.24 FTE) from BSEP funds. An additional $1,212 will be set aside in BSEP carryover funds to cover indirect costs. The Family Equity and Engagement Coordinator will be on-site 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. 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.	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. The ELD teacher will be funded at a .60 using LCAP funding. $452 of Title 1 (Parent Engagement) funds will be designated to encourage Parent Involvement through informative events sponsored by the EL or Intervention Teachers.	19469 BSEP

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Implementation of School-wide Positive Behavior Interventions and Supports (PBIS): The school's classroom rules, procedures, and behavior management policies will be written, explained, practiced, and supported with sensitivity toward all students' emotional health as well as cultural and linguistic differences. With the support and guidance of the Equity Lead Teacher, RTI/PBIS lead teacher, and Family Equity coordinator, staff will reflect on and improve school-wide practices and procedures. The School Principal will seek student input through a Student Advisory Committee, which will meet regularly with the Principal and OFEE Coordinator. Whole school and classroom behavior expectations will be posted, explicitly taught, reviewed, and recognized. Our PBIS team will meet quarterly to review positive behavior policies and practices, monitor progress, review student data, and identify problem areas. Data will be reviewed by the COS Team and shared at staff meetings so that practices can be adjusted and interventions provided. Individual Behavior Plans will be written in a proactive manner for identified students. CBGs (Caught Being Good Passes) will be used school-wide to reinforce and encourage positive behavior. Fifth-grade students will continue to be trained as "RJ" (Restorative Justice) coaches to support positive behavior in the schoolyard. Kids' World and other classified staff will attend PBIS and other positive behavior training with credentialed staff and will implement PBIS school-wide. The site will hold monthly All School Meetings for the primary purpose of building community. Student performances, special events, calendar announcements, Caught Being Good Announcements, Spirit Days, and Shout Out certificates will take place at All School Meetings. Special Assemblies focused on the Performing Arts and Cultural Celebrations/Recognitions will be scheduled throughout the school year, with a special focus on School Board Resolutions and Proclamations. Communicate regularly with the parent through PTA Meetings, Newsletters, and Remind messages so the entire school community is more aware of and involved in the positive behavior practices, strategies, and outcomes. Parents will learn about PBIS, CBGs, Toolbox, and Welcoming Schools in order to collaborate with the school and reinforce strategies at home. School will participate in September Attendance Awareness Month and the BUSD Student Services-led March Madness district-wide attendance challenge.	Additional one-on-one after-school support will be provided through BUILD tutors assigned to target students. In addition, the district will pay for after-school tutoring, delivered by School Staff (depending on willingness and ability to work after school), with Title IV allocation funds and Teacher Hourly Pay. Kid's World staff will provide a safe and enriched learning environment for students from all grade levels. Enrichment opportunities will be provided for all Kids World students and Kids' World staff will communicate with classroom teachers about homework and needed skill development, including the use of Chromebooks for upper-grade students. BUILD tutors may further support the homework hour by working with individual Kids' World students.	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.2	Supports for students Experiencing Homelessness: Collaborate with the district to provide direct services and support to our McKinney Vento students	Students experiencing homelessness	
2.3	Family Engagement - Office of Family Engagement and Equity (OFEE): Site Staff to provide support in three main focal areas: 1.) Establishing links between home and school for academic success 2.) Improving behavioral supports for students by helping families build trusting relationships with school staff and students 3.) Promoting attendance and access to health services	Student experiencing homelessness	
2.4	Intervention services for students experiencing homelessness: Work With the district to identify students at risk due to chronic absenteeism. Provide incentives to promote attendance. On going review of chronic absenteeism data. Work with the district to support the needs of student experiencing homelessness. Work with staff to ensure families are connected to the site and available resources.	Students experiencing homelessness	

Annual Review

SPSA Year Reviewed: 2025-26

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.

Wellness & Belonging
Goal 3: Foster safe, welcoming and inclusive school climates that are humanizing, and culturally and linguistically responsive for students and their families, so that all students are ready to learn and fully engaged.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Foster safe, welcoming and inclusive school climates that are humanizing, and culturally and linguistically responsive for students and their families, so that all students are ready to learn and fully engaged.

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 and School Staff were invited to complete the CA Healthy Kids 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 who 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. PBIS planning meetings will take place quarterly. Classified staff will attend along with credential staff to track student behavioral data and update and modify the PBIS plan.	School Campus aide will supervise morning, lunch recess, and the cafeteria, increasing student safety on campus.	25,216 PTA

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	This strategy will be supported by funding of RTI Teachers and hourly pay for classified staff, see Goal 1. Behavioral health support services will be coordinated and provided at school. District will support School Therapists at a .40 FTE. Site will collaborate with Berkeley Public Mental Health and other service providers to provide service referrals and best practices for student social-emotional health. Emerson School will have a Family Equity and Engagement (FEE) Coordinator who will interact with individuals from diverse cultural, racial/ethnic, and socioeconomic backgrounds to help families navigate the school system and related social services. This strategy will be supported by a .50 FTE FEE coordinator. The FEE Coordinator will be on-site 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. The 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. The OFEE coordinator will partner with the School Principal to plan and host affinity events such as Black Family Dinner/ Meetings. The 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. Staff will solicit parent input through parent surveys and diverse parent-guardian target groups, including groups such as the PTA-sponsored Equity Study Circle. Based on parent interests and student needs, staff will provide parent workshops and educational events on topics identified as important through parent surveys and diverse parent-guardian groups. Workshops might include parent education nights on reading, math, writing, social and emotional support for students, etc. The site will review safety and emergency procedures on an ongoing basis and will hold monthly drills. The safety committee will meet to plan drills, staff meeting activities, and update Safety		

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Plan goals. Staff meeting time will be used periodically to review the contents of the Emergency Backpacks, Emergency Containers, and restock supplies as needed. Emerson PTA will support the cost of an additional School Campus Aide. This person will supervise the morning and lunch recesses and the cafeteria- increasing safety for students on campus. This cost is $25,216.		
3.2	Organized parent groups, such as the Emerson "Meeting on the Bridge" Study Circle, will be trained and supported in a tour of the site and district to strengthen their ability to collaborate with administrators and school site staff on issues that impact student achievement and well-being. School Leadership Council members, including parents, classified staff, teachers, and the principal, will attend district training sessions and informational forums throughout the year. The principal will work with the PTA and Staff to review and share our Student Handbook. The site will hold SSC meetings to share information, gain parent perspectives, and form meaningful partnerships with parents. The 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.	All students with focus on students of color, students who qualify for free or reduced price meals, EL students, and Foster and homeless youth.	

Annual Review

SPSA Year Reviewed: 2025-26

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 and Math 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.

Partnership & Engagement
Goal 4: Build authentic partnerships between families, school staff, and educational partners that leverage the strength of the diverse skills and talents in our community and build capacity to promote successful outcomes for our students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4: Build authentic partnerships between families, school staff, and educational partners that leverage the strength of the diverse skills and talents in our community and build capacity to promote successful outcomes for 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.

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 Visual and Performing Arts 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 Visual/ Performing Arts curriculum; Math intervention training for staff. ELA Curriculum adoption training for staff.	Continued 100% participation in Visual/ Performing Arts & PE curriculum	Continued 100% participation in Visual / Performing Arts & PE curriculum. Increased student math and ELA 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 visual/ performing arts and music instruction from credentialed teachers. Art instruction will be standards-based and will be correlated with classroom instruction for students in Grades TK- 3. Music classes for students in Grades 1- 5 will include vocal, rhythm, and instrumental instruction, dependent on grade level.	All	40,753 Other 2445 Other 74958 PTA

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Prop 28 funds of $40,753 will be used toward .31 FTE salary of the Grade Tk- 3 Art Teacher. $2,445 will be set aside in an unallocated reserve, from the Prop 28 funds, for the Art Teacher salary. In addition, $13,146 of Arts Anchor funds (.10 FTE) will be designated to contribute to a certificated Art Teacher's salary. Students will participate in physical education and gardening classes, which will focus on building lifelong habits of health, well-being, and sustainability. All students in 1-5 will have PE two times a week. Pre-Kindergarten and Kindergarten will have PE once a week. This activity will be supported by our PE teacher at 1.0 FTE. PTA will fund .52 FTE at a cost of $74,958 and the District will fund .48 FTE. Students in Grades 1-5 will participate in weekly instruction in Science from a credentialed teacher. This will prepare students for the 5th Grade Science SBAC assessment. In case of an increase in costs or unforeseen circumstances, an additional $8,395 allocation will be set aside as an unallocated reserve in PTA funds. 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 the PTA and Staff to review and share our Student Handbook. The Coordination of Services Team will meet regularly and identify students who need emotional support, social skill support, and academic support in order to experience school success. These students will be referred for individual and/ or small group counseling, with their parents' consent. 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		8395 PTA 13146 Other

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	increase involvement and will coordinate with target parents and ELD teachers to encourage parent participation and attendance. The principal and staff will collaborate with multiple stakeholders, such as the after-school Coordinator, Student Advisory Committee, OFEE office, Literacy Coach, RTI teacher, and ELD teacher to plan and hold family information evenings and assemblies based on interests and needs. Emerson staff, teachers, and parents will continue to plan and hold school-wide community events such as Back to School Night, Open House, monthly all-school meetings, special events, and PTA sponsored events such as the Spring Festival and culturally based assemblies, and activities throughout the year. The staff will continue to work with the PTA board to coordinate special presentations for PTA meetings such as evenings on parenting, literacy, etc. 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.		
4.2	Site School Plan for Student Achievement (SPSA) Evaluation: Provide on-going monitoring of the site's School Plan for Student Achievement through School Site Council, English Learner Advisory Committee, Leadership Team, and any other school site committees. Complete annual SPSA Evaluation Document with School Site Council and English Learner Advisory Committee. On-going meetings with Leadership Team to review and analyze CA Dashboard and Educlimber data.	All	0
4.3	Program Evaluation Support: On-going meetings with Leadership Team to review data. Utilize Educlimber to track and monitor student progress.	All	0

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Engage School Site Councils, English Learner Advisory Committee, and other site committees in stakeholder conversations.		
4.4	System of Local Assessments: Complete district assessments within the assessment window. Utilize benchmark and program monitoring data to assess student need for interventions. Share student assessment data through family communications.	All	0

Annual Review

SPSA Year Reviewed: 2025-26

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.

Equity Multiplier
Goal 5: Within three years, all students, and particularly all students at Berkeley Technology Academy will demonstrate growth towards being prepared for college or a career.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 5: Within three years, all students, and particularly all students at Berkeley Technology Academy will demonstrate growth towards being prepared for college or a career.

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.

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

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

Annual Review

SPSA Year Reviewed: 2025-26

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.

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

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.

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	$404,269.00
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	$131,401.00
BSEP Carryover	$27,212.00
Other	$56,344.00
PTA	$157,318.00
Title I A - Basic Funding	$31,542.00
Title I A - Parent Involvement	$452.00

Subtotal of state or local funds included for this school: $404,269.00

Total of federal, state, and/or local funds for this school: $404,269.00

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	131,401.00
BSEP Carryover	27,212.00
Other	56,344.00
PTA	157,318.00
Title I A - Basic Funding	31,542.00
Title I A - Parent Involvement	452.00

Expenditures by Budget Reference

Budget Reference	Amount
	384,348.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	BSEP	131,401.00
	BSEP Carryover	27,212.00
	Other	56,344.00
	PTA	157,318.00
	Title I A - Basic Funding	31,542.00
	Title I A - Parent Involvement	452.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	166,689.00

Goal 2	72,667.00
Goal 3	25,216.00
Goal 4	139,697.00

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
Karen Carter	Classroom Teacher
Michelle Luu	Classroom Teacher Other School Staff
Lily Howell	Other School Staff
Katie Campbell Lewis	Classroom Teacher
Jeffery Cross	Parent or Community Member
Lateshya Johnson	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 5/14/2026.

Attested:

	Principal, Mrs. Jana Holmes on 5/14/2026
	SSC Chairperson, Jeffery Cross on 5/14/2026

Kathy Fleming
Director of Local Resources

Kathy Fleming
Signature

6-9-26
Date

Jill Hoogendyk
Associate Superintendent, Educational Services

J Hoogendyk
Signature

6/10/26
Date

SITE BUDGET SUMMARY 2026-27

Emerson (113) May 8, 2026	Goal/ Strategy	Obj Code	BSEP Site Funds Resource 0852		Title I Resource 3010		Prop 28 Resource 6770		Centrally - Funded BSEP		LCAP Resource 0500		PTA Resource 9110 (DDF 906)		Other Resources			Sum of FTE
Budget Item			**BGT**	**FTE**	**BGT**	**FTE**	**BGT**	**FTE**	**RES.**	**FTE**	**BGT**	**FTE**	**BGT**	**FTE**	**RES.**	**BGT**	**FTE**	
Literacy Coach	1/1	1102	36,417	0.25					0763/0741	0.75								1.00
RTI Teacher	1/2	1102	59,515	0.40	29,757	0.20			0763-017	0.10		0.30						1.00
ELD Teacher		1102										0.60						0.60
Art Teacher	4/1	1102					40,753	0.31							0853	13,146	0.10	0.41
Clerical Assitant II	2/1	2402	19,469	0.24									39,749	0.49				0.73
PE Teacher	4/1	1102											74,958	0.52	0000	release time	0.48	1.00
School Campus Aide	3/1	2902											25,216	0.40				
After-School Intervention		1116													Title IV			
Teacher Hourly	1/1	1116	3,225															
Materials and Supplies	1/1	4300											9,000		0000			
Parent Involvement	2/1				452													
Behavioral Health		5800													Other Dist.	1 counselor		
Unallocated Reserve	1/2, 2/1, 4/1	4380	6,924		1,785		2,445						8,395					
Indirect Cost (0852 only)	1/2	7340	5,851															0.00
Total Expenditures			131,400	0.89	31,995		43,198	0		0.85		0.90	**157,318**	1.41		13,146	0.58	
Revenue Allocation			**131,400**		**33,844**		**42,231**											
			0		1,849		(967)											
BSEP Site Fund Carryover Priorities:																		
Available BSEP site fund carryover: TBD Fall 2026																		
Certificated Subs	1/1	1103	6,500															
Teacher Hourly - Curriculum, PD/Extra Duty	1/1	1116	7,500															
Classified Hourly - Professional Development	1/1	2116	2,000															
Materials & Supplies	2/1	4300	10,000															
Indirect Cost	2/1	7340	1,212															
Total BSEP Site Fund Carryover Priorities:			**27,212**															