

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ralph Emerson Elementary School	19- 64337- 6011894	December 3, 2021	December XXXXX, 2022

## Purpose and Description

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

Schoolwide Program

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

- Emerson Elementary School did not qualify for Title I for the year 2022-23
- School plans aligned to LCAP goals for Reading/Language Arts and Mathematics
- School accountability aligned to LCAP accountability (Dashboard) including SBAC results in Reading/Language Arts and Mathematics
- Federally funded programs are aligned to the requirements of each of those programs
- CSI, TSI, and ATSI requirements will be followed as schools are identified for support and intervention (new program improvement)
- Parent involvement and engagement are a priority of the district
- Professional development of certificated and classified staff is based on the needs of students and staff to increase student achievement
- Development and monitoring of the school plan activities and expenditures are performed by the School Site Council

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Based on the Hanover Research survey administered to staff, 95% of the participants indicated that Emerson provides a positive learning environment for students and that children are safe at the school. Over 70% of the staff feel there is a culture of open communication and respect taking input from a wide range of school stakeholders with clear expectations for learning goals in place. Over 80% of the parents who participated in this survey indicated that they feel there is regular communication between the school and the classrooms. Over 80% of parents indicated there was input from a wide range of school stakeholders in the communication. Over 90% of parents feel that Emerson is welcoming, that the principal and staff are available and accessible to them, and parents' concerns and questions are responded to professionally and proactively. Overall, these surveys indicate that all Emerson stakeholders are collaborating effectively to identify and respond to students' learning needs and styles.

## Classroom Observations

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

The principal conducts regular formal and informal classroom visits. Observations include monthly visits to the classrooms serving the English Language Learners, GATE clusters, and SPED instruction per district wide master plans.

## Analysis of Current Instructional Program

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

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

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

## **Standards, Assessment, and Accountability**

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

Using California State Standards, with an emphasis on reading comprehension positively impacts instruction and student learning as reflected in the scores across all strands in English Language Arts and Math. We have a school-wide focus to increase the number of students proficient in ELA and math. Even though English Learner and Socioeconomic Disadvantaged subgroups are not significant for our school site, we continue to monitor the progress of these two subgroups. Teachers use State-adopted, district curricula-based Benchmark Advanced (Reading Language Arts) assessments, HMH Go Math! assessments, STAR, CAASPP results, and other assorted assessments to guide instruction.

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

Analysis of our site-based assessment data indicated that we continue to increase student proficiency rates. During interim assessment meetings, the principal, curriculum specialist, and grade level teams analyze internal assessment data. Based on grade level analysis, instruction and tiered supports are modified to meet grade level needs and class assignments are determined at the end of the year meeting.

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

All certificated staff meet ESSA requirements. All instructional assistants meet ESSA requirements through District testing upon hiring or AA degree. All teachers meet ESSA highly qualified teacher status through California State certification.

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

Emerson Elementary School meets the sufficiency requirements of credentialed teachers. Teachers participate in district-wide professional development related to California State Standards, school-wide staff development related to California State Standards, and the development and implementation of successful instructional strategies. Emerson is participating in the district-wide and site-based professional development for safety, DEI, instructional strategies, and Facing History to support DEI and Brain Power Wellness to support social-emotional learning.

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

It is our job to provide for the academic needs of our students during the hours they spend with us physically or virtually at school. By focusing on the academic growth of our students, we hope to see strong growth in reading, math, comprehension, vocabulary, and writing strategies. Alignment of staff development is critical to the success of student achievement and performance:

- Teachers will continue to participate in site-based professional development for the implementation of best practice instructional strategies and Diversity, Equity, and Inclusion implementation strategies.
- Teachers will implement best practices from California State Standards to increase student achievement in language arts (Benchmark Universe) and math (HMH Go Math!) and a wide variety of supplemental curricula.
- Teachers will continue to implement strong student engagement strategies that will increase the involvement of ALL students.
- We will continue to utilize certificated teachers to support our instructional program.
- We will continue to support our ELL students with a full-time instructional assistant and a 0.5-day-a-week certificated teacher.
- We will continue providing professional development in GATE strategies that are good for all students.
- Teachers will be given opportunities to attend district professional development.
- Teachers will implement Next Generation Science Standards (NGSS) using STEMScopes science curriculum.
- Teachers will access and implement the newly adopted TCI Social Studies curriculum

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

At Emerson Elementary School teachers receive professional development in understanding California State Standards, Benchmark Universe Language Arts Curriculum, STEMScopes science, and Houghton Mifflin Go Math! at the District and site level. Improving student engagement remains a focus and continued opportunities for training in student engagement strategies are offered during the school year. In addition, effective instructional strategies for Tier 1 classroom support are researched and discussed during staff and grade-level collaborative meetings. Staff will explore diversity, equity, and inclusion training utilizing two site facilitators trained by and with Facing History which has helped develop site DEI goals.

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

During early release Tuesday once a month grade-level meetings, teachers meet with grade-level colleagues to discuss student progress and to collaborate on effective instructional practices per the district wide focus goals. Grade-level teams are engage in assessment review meetings to analyze data in-depth in order to discover programmatic trends, as well as specific student needs. Target students and instructional strategies are discussed to ensure student success and achievement.

## Teaching and Learning

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

The curriculum, instructional plans and materials at Emerson Elementary School are strategically aligned to the California State Standards. Teachers are provided with grade level collaboration time and Tuesday time to plan and pace, per grade-level. At these meetings, we make sure to address the district performance standards for all students, and set goals to surpass the federally designated proficiency rates in ELA and Math.

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

All students are provided with the resources and opportunities necessary to meet State content standards at grade level. All instructional minutes are monitored by BUSD and have been found to meet or exceed State requirements.

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

Teachers have worked on a lesson pacing for ELA and Math. Interventions are designed for students who need assistance in learning State Standards as well as opportunities for students to extend their learnings.

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

All students have standards-based instructional materials appropriate to all grade levels and have been previously approved by the State Board of Education (SBE). The school meets Williams compliance.

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

Every student has access to District approved, State Board of Education adopted instructional materials in every subject area, including those materials used in intervention sessions. Emerson meets Williams compliance.

## Opportunity and Equal Educational Access

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

Teachers provide explicit instruction with reading to all students utilizing Benchmark Advance and other standards-based resources that meet students' instructional levels. Students not meeting grade level standards will work on an individualized learning program based on diagnostic testing with the program iReady in ELA and mathematics. Identified students who are not meeting grade level standards in reading and mathematics will also participate in RtI taught by a credentialed teacher supporting the students' specific areas of need in those curricular areas. EL students receive thirty minutes daily of ELD instruction to support academic vocabulary. There is a specific focus on Tier 1 instruction but RTI teachers also provide Tier II and III support to students who need additional support to meet grade level standards.

## Evidence-based educational practices to raise student achievement

Kagan Student Structures: This program is a researched-based engagement strategies program that most teachers use at our school. Teachers are using the basis of this program to engage students during distance learning.

Systematic ELD: This program provides all of our English Learners with 30 minutes per day of dedicated instructional time in the area of English Language Development (ELD).

Project GLAD (Guided Language Acquisition Design) training has been taken and utilized by many classroom teachers and especially the designated ELD teachers at each grade level.

Intervention program: During this dedicated daily block of time, students receive differentiated Language Arts or Math instruction at their level, grades K-5.

The Second Step program is implemented school-wide. This program helps students build self-esteem and helps them with conflict management.

Benchmark Advanced writing component is utilized by all teachers K-5th.

STEMscopes Science is being used by all grades.

Social Science, Board adopted, text Teacher Curriculum Institute is used by all K-5th grade teachers.

School-wide exploration of instructional practices using Improvement Science, PDSA cycles, Instructional Rounds, and affinity teams are being implemented.

## Parental Engagement

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

End-of-year assessment scores, as well as CAASPP scores, were shared with parents, students, and staff, and time was spent answering questions and determining needs. School Site Council, ELAC, and Emerson Leadership Team made recommendations for instruction modifications and additional programs that might be relative to student needs. Parent education nights to access the resources for Go Math! and Benchmark Advance are offered to parents. Math and literacy parent/student nights are also available for parents to attend. Parent education sessions will also include informational sessions on Second Step, PBIS, and Brain Power Wellness.

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

Parent representatives involved in School Site Council are involved in continually monitoring the effective implementation of the School Plan for Student Achievement where data information will be shared in an ongoing fashion. Additionally, parents involved in the English Learner Advisory Committee are provided the opportunity to give their input regarding the achievement of English Learners. In addition, the principal does share all of the data and the goals from this plan at faculty meetings, in the weekly communication sent to staff, and in PTA meetings.

## Funding

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

Title III funds are used to assist English Language learners with their literacy skills in the areas of reading and mathematics. In addition, funds are delegated to provide parent education to the parents of EL students. This is the only categorical funding that Emerson receives.



## Fiscal support (EPC)

### Federal categorical resources:

Title III LEP \$13,582

Title III LEP parent engagement/education id \$1,838

Title III Immigrant Education \$0

## Stakeholder Involvement

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

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

The principal has shared CAASPP data and reviewed SPSA goals with Emerson faculty on August 15, 2022, with School Site Council on September 29, 2022, and ELAC on September 28, 2022. In addition, the draft of the SPSA for 2022 was sent out to all parents and staff on November 10, 2022, through Blackboard encouraging any parent to provide input. All stakeholders were given the opportunity to provide feedback and suggestions for the plan as part of the update process.

## Resource Inequities

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

At this time, there are no resource inequities identified as a result of the required needs assessment.

All funds are distributed on a per-pupil basis to all schools.

All schools are staffed on the same formula.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.16%	%	%	1		
African American	2.86%	2.3%	2.37%	18	14	14
Asian	6.98%	7.8%	7.11%	44	47	42
Filipino	3.33%	3.3%	2.20%	21	20	13
Hispanic/Latino	13.33%	13.3%	16.58%	84	80	98
Pacific Islander	0.32%	0.2%	%	2	1	
White	66.98%	65.7%	62.61%	422	396	370
Multiple/No Response	3.02%	3.8%	4.40%	19	23	26
	<b>Total Enrollment</b>			630	603	591

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	119	104	102
Grade 1	98	93	83
Grade 2	98	99	95
Grade3	121	89	96
Grade 4	98	121	93
Grade 5	96	97	122
<b>Total Enrollment</b>	630	603	591

### Conclusions based on this data:

1. Emerson's overall enrollment has somewhat stabilized since 2018-19. It seems to have leveled out with about 20 student fluctuation.
2. Fifth grade in 2021-22 had the most students out of all grade levels.
3. The subgroup white remains the largest in numbers consistently in the past three years.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	169	149	139	27.2%	23.7%	23.10%
Fluent English Proficient (FEP)	98	95	77	15.8%	15.1%	12.80%
Reclassified Fluent English Proficient (RFEP)	26	33	15	15.6%	19.5%	2.50%

### Conclusions based on this data:

1. About one fourth of Emerson's student population included students which are English Learners. (139 ELs/603 All students)
2. The percent of FEP and RFEP students has only a 10% difference.
3. The number of FEP students was greater than the number of RFEP students.

# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>591</b>	<b>31.0</b>	<b>23.5</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Ralph 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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	139	23.5
<b>Foster Youth</b>		
<b>Homeless</b>		
<b>Socioeconomically Disadvantaged</b>	183	31.0
<b>Students with Disabilities</b>	76	12.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	14	2.4
<b>American Indian</b>		
<b>Asian</b>	42	7.1
<b>Filipino</b>	13	2.2
<b>Hispanic</b>	98	16.6
<b>Two or More Races</b>	26	4.4
<b>Pacific Islander</b>		
<b>White</b>	370	62.6

**Conclusions based on this data:**

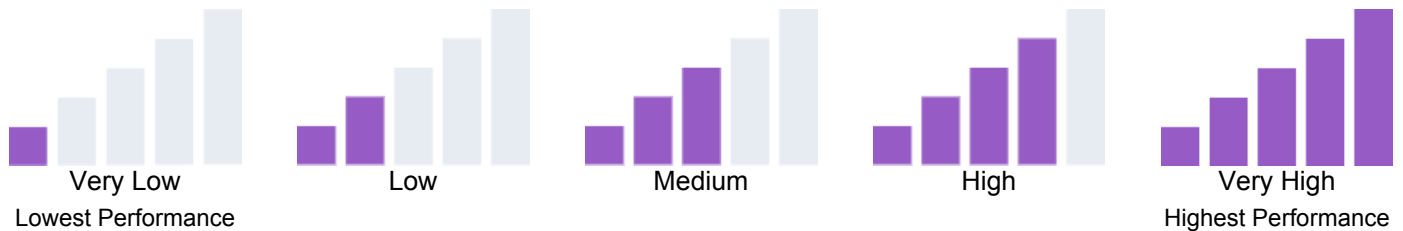
1. In 2021-22, 31.0% of students qualify for free or reduced lunch.
2. In 2021-22, 23.5% of students are identified as English Learners.
3. In 2021-22, 12.9% of students are identified as Students with Disabilities.

# School and Student Performance Data

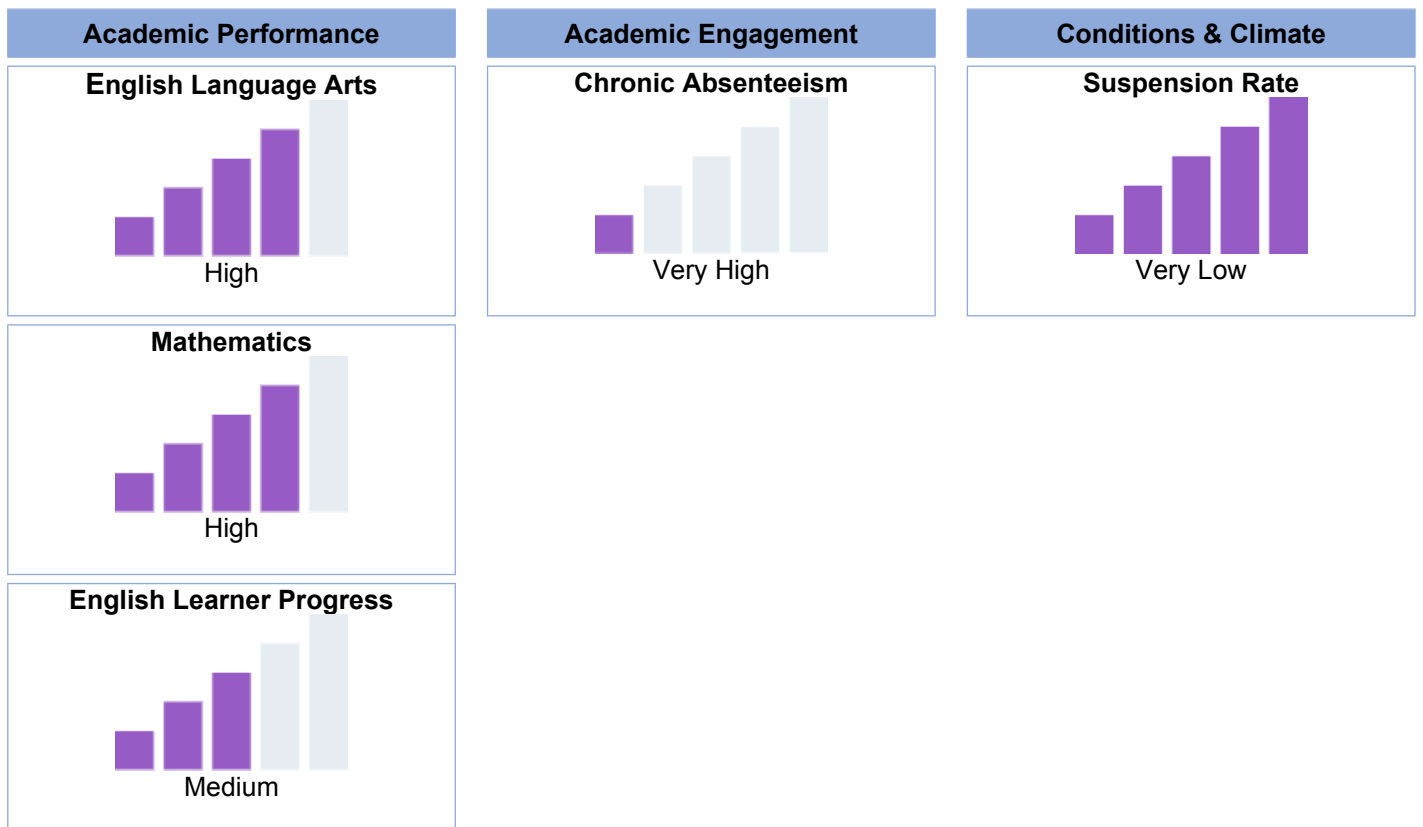
## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

- English Language Arts and Mathematics are in the High category
- The suspension rate is in the Very Low category (good). Chronic Absenteeism is in the Very High category (not good).

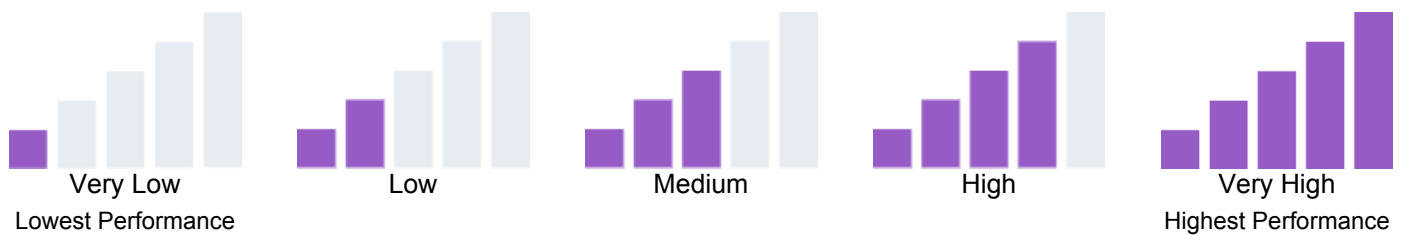
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3. The PBIS training and restorative practices Emerson staff implements consistently with students is producing more positive behaviors and resulting in this blue level on the Dashboard.

# School and Student Performance Data

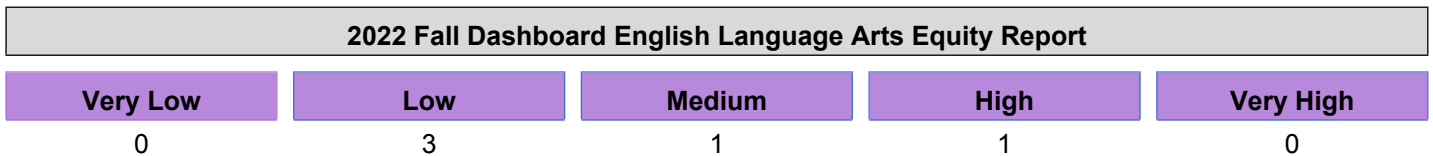
## Academic Performance English Language Arts

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

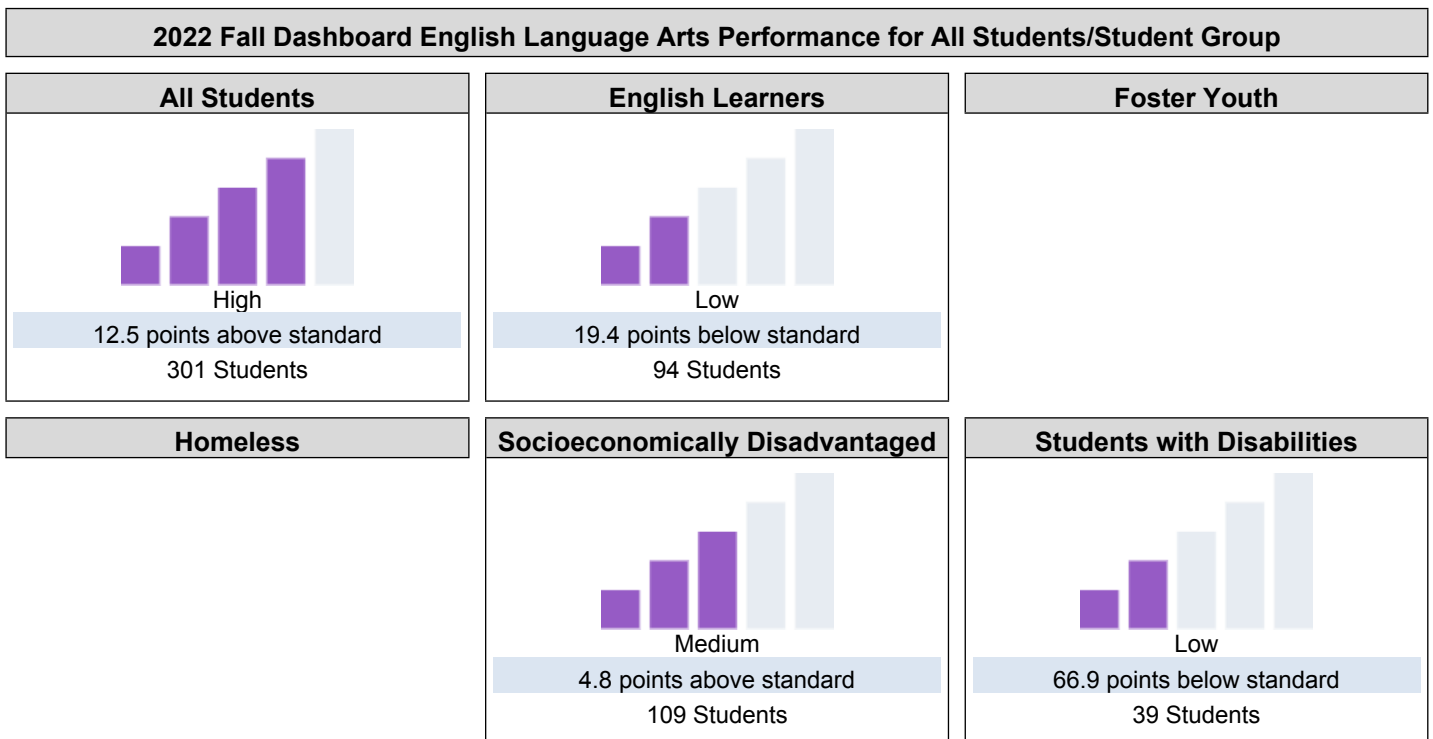
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

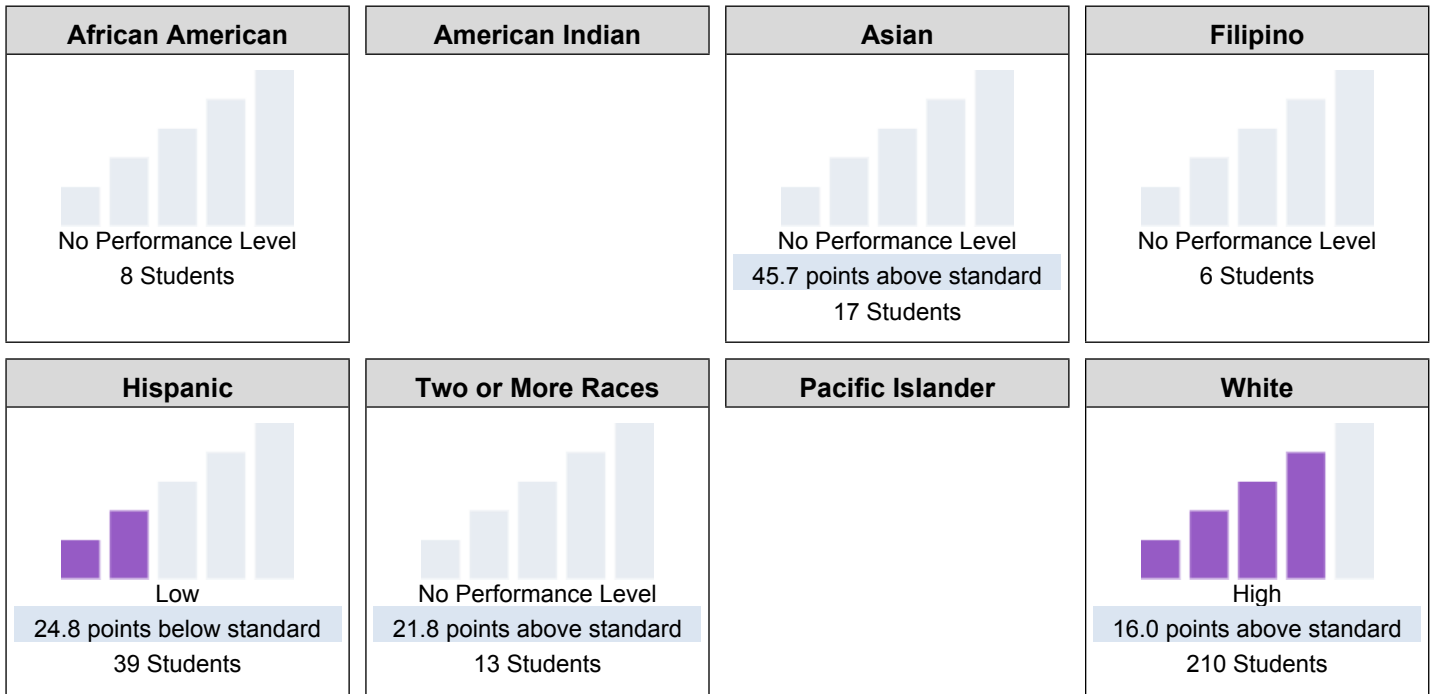


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in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





**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
71.7 points below standard 43 Students	24.6 points above standard 51 Students	24.6 points above standard 183 Students

**Conclusions based on this data:**

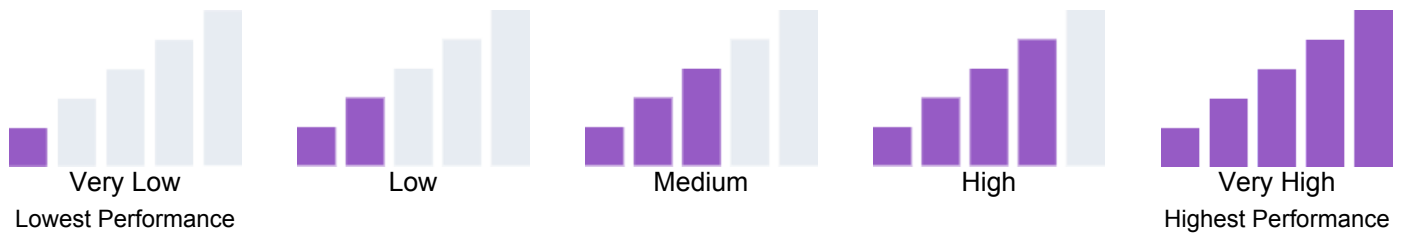
1. ALL students are in the High category and 12.5 points above the standard. n Also is the High category is the White subgroup with 16.0 points above standard.
2. English Learners, Hispanic student and Students with Disabilities are in the Low category and 19.4, 24.8, and 66.9 points above the standard, respectively.
3. Socioeconomically Disadvantaged subgroup is in the Medium category and 4.8 points above the standard.

# School and Student Performance Data

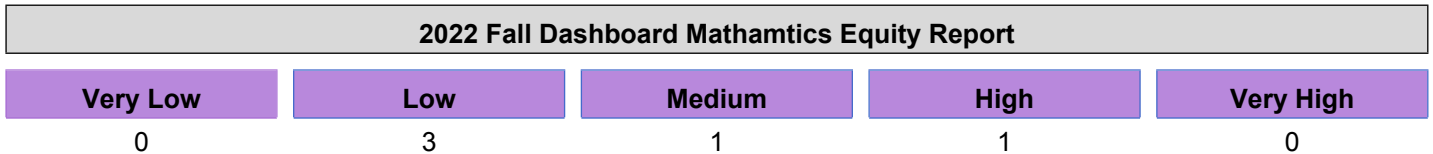
## Academic Performance Mathematics

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

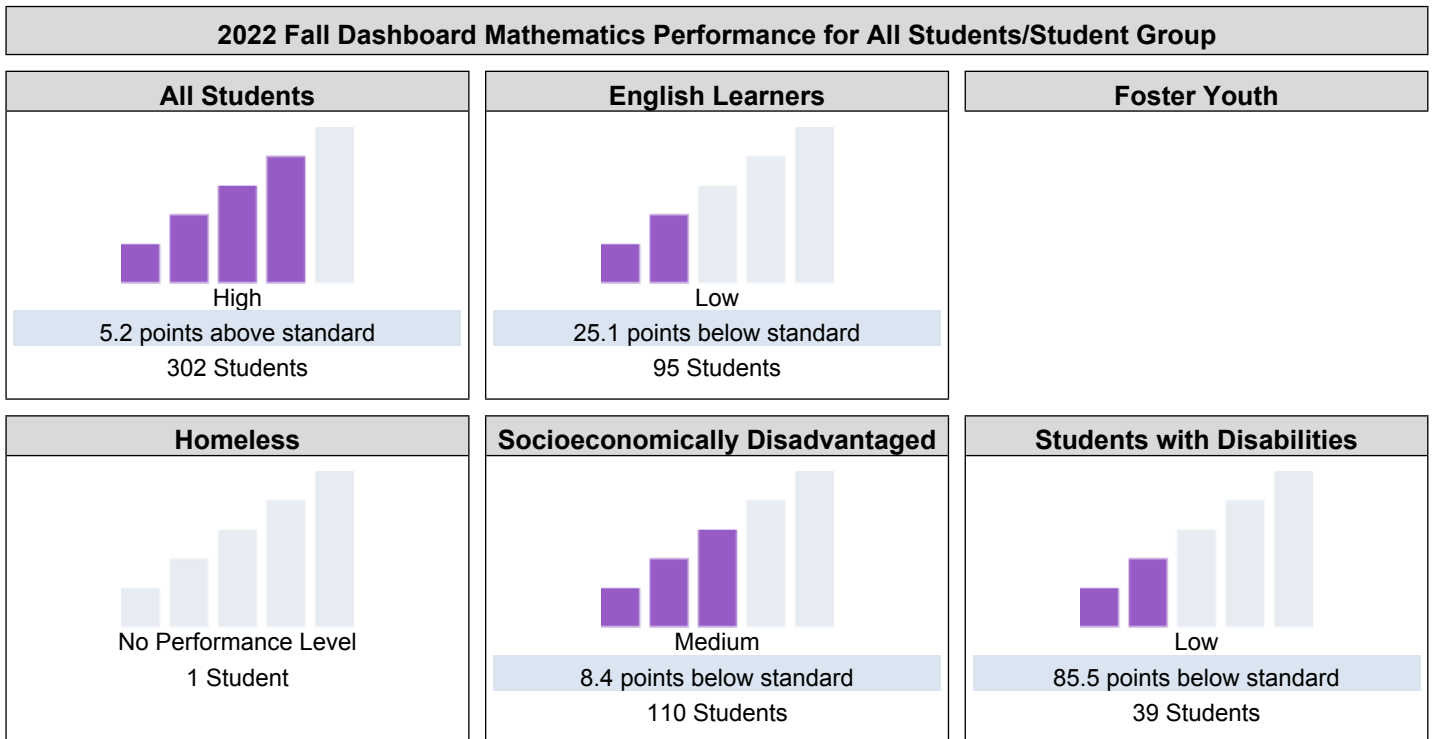
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



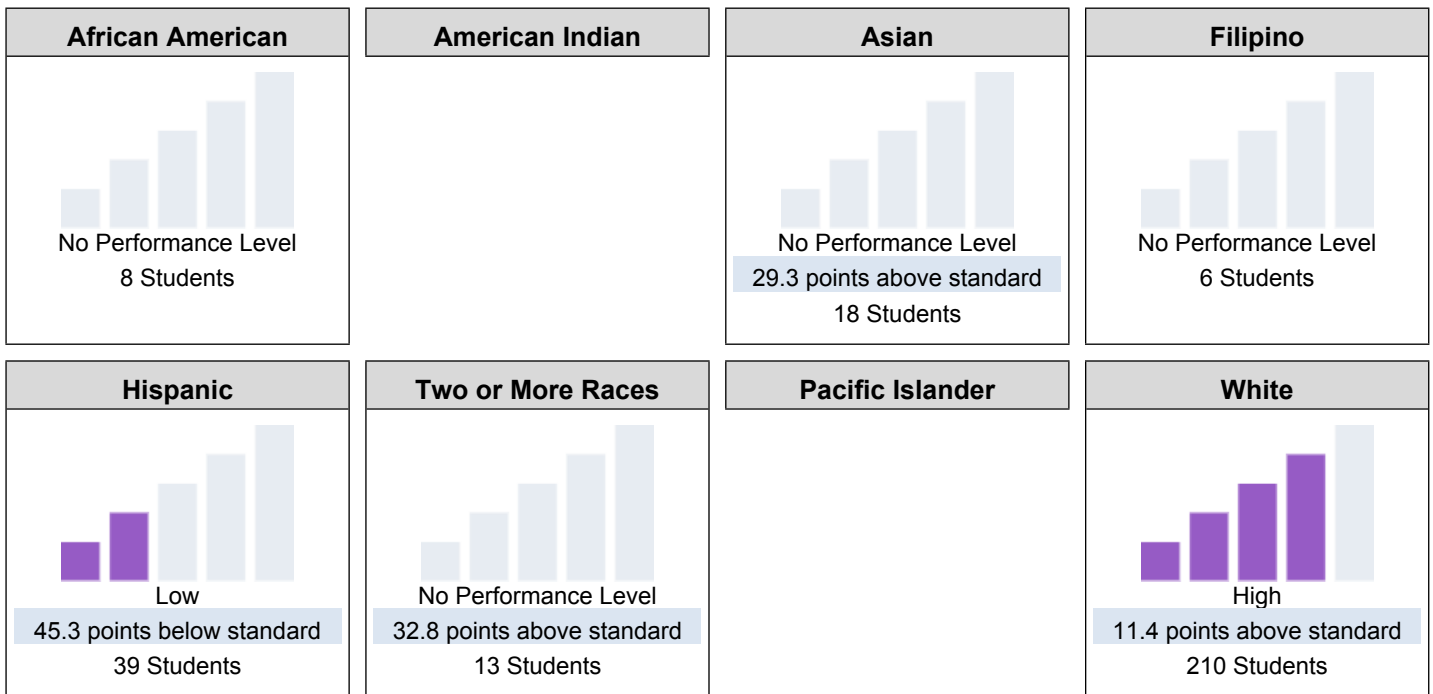
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
63.4 points below standard 44 Students	8.0 points above standard 51 Students	16.1 points above standard 183 Students

#### Conclusions based on this data:

1. ALL students are in the High category and 5.2 points above the standard.
2. English Learners, Hispanic, and Students with Disabilities subgroups are in the Low category with 25.1, 45.3, and 85.5 points below the standard, respectively.
3. The Socioeconomically Disadvantaged subgroup is in the Medium category and is 8.4 points below standard.

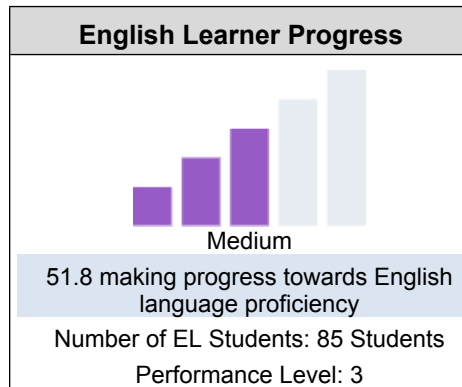
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17	24	3	41

#### Conclusions based on this data:

- 41% of English Learners progressed at least one ELPI level. 51.8% of ELs are making progress towards English language proficiency.
- 17% of English Learners decreased one ELPI level.
- 85 students were tested on the ELPAC.

# School and Student Performance Data

## Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

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

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

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

Conclusions based on this data:

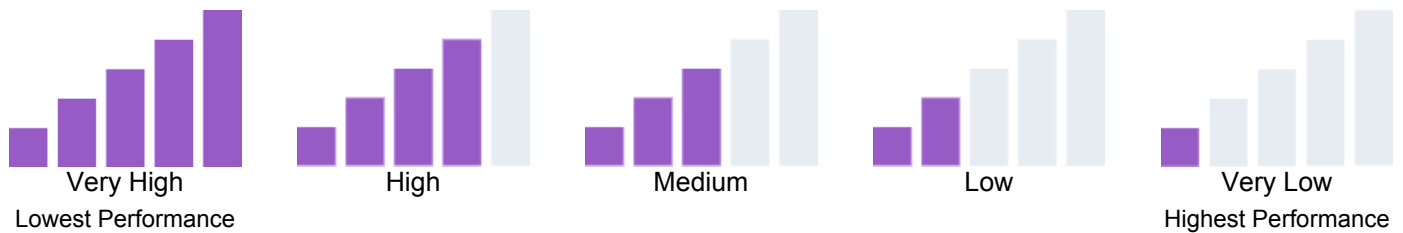
1.

# School and Student Performance Data

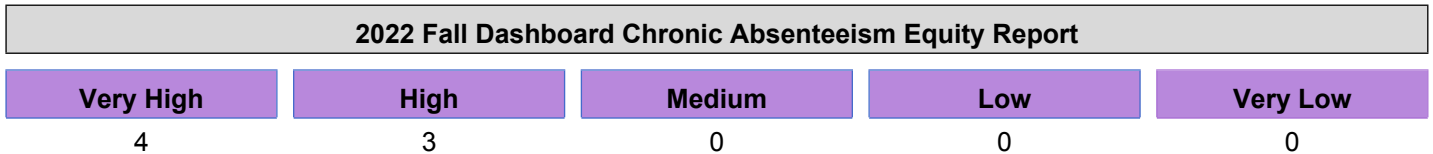
## Academic Engagement Chronic Absenteeism

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

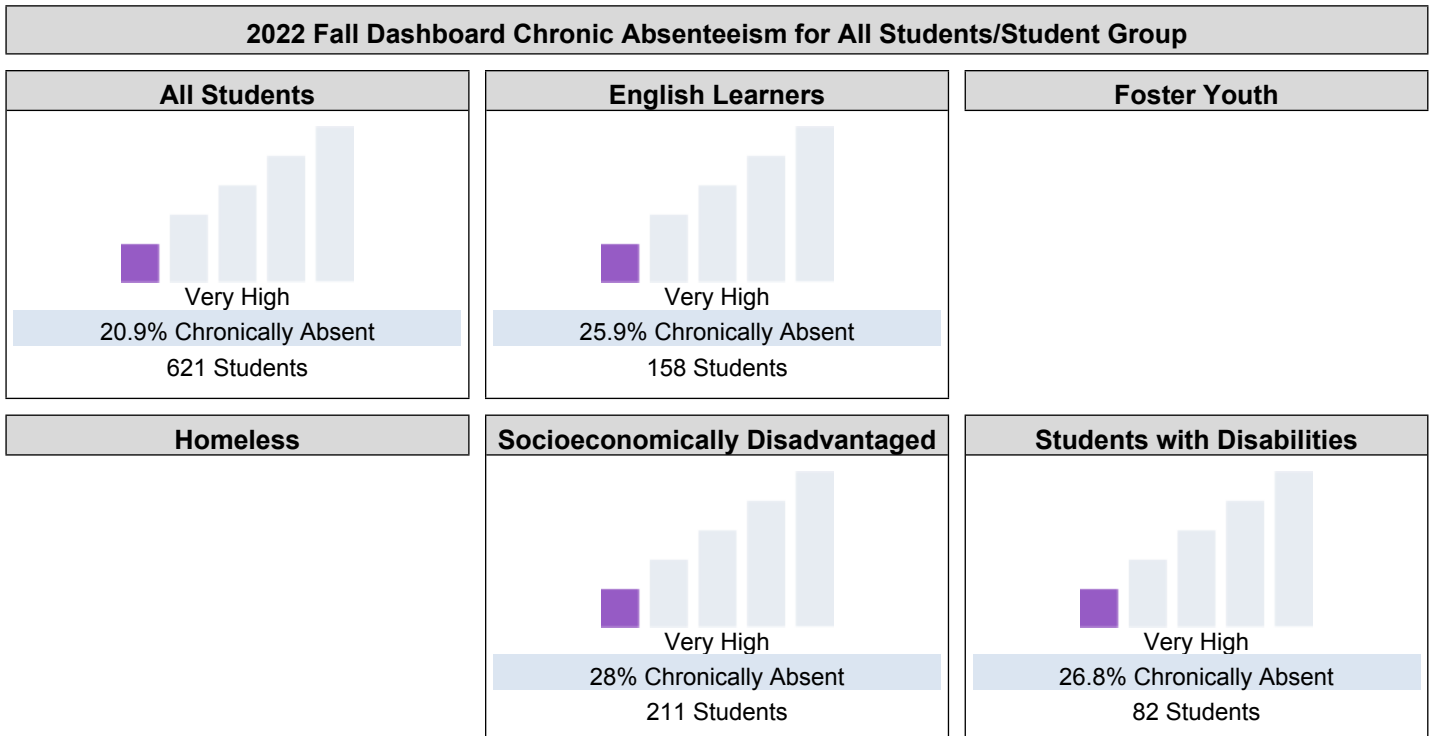
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



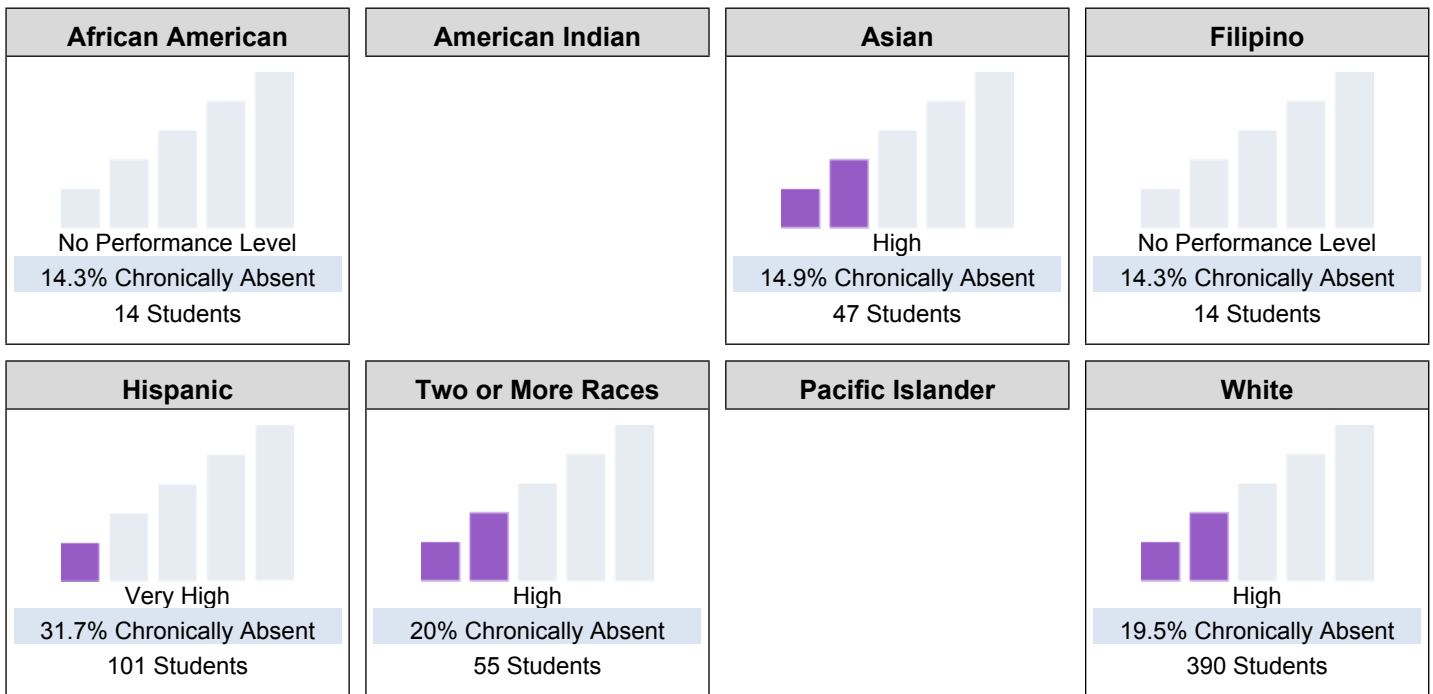
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. ALL students, Socioeconomically Disadvantaged, SWDs, and Hispanic subgroups are in the Very High category with 20.9%, 28%, 26.8%, and 31.7% chronically absent, respectively.
2. The Asian, Two or More Races, and White subgroups are in the High category with 14.9%, 20%, and 19.5% chronically absent.
3. An action plan needs to be created and implemented to increase student achievement and address the issues.



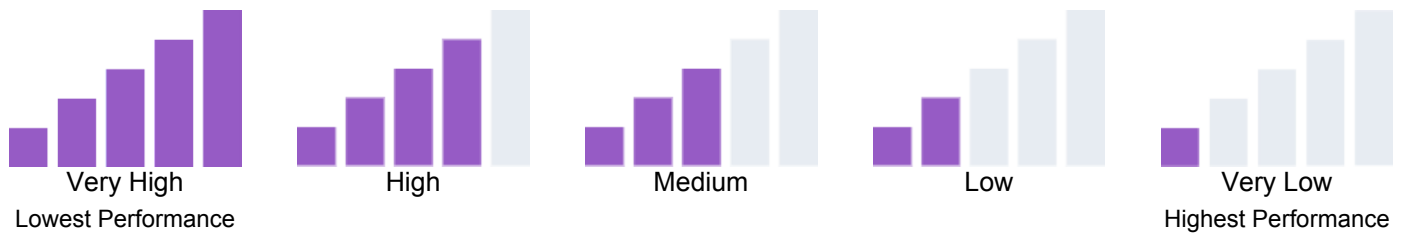


# School and Student Performance Data

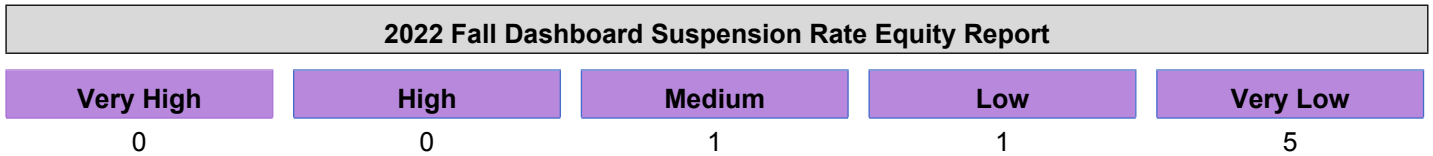
## Conditions & Climate Suspension Rate

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

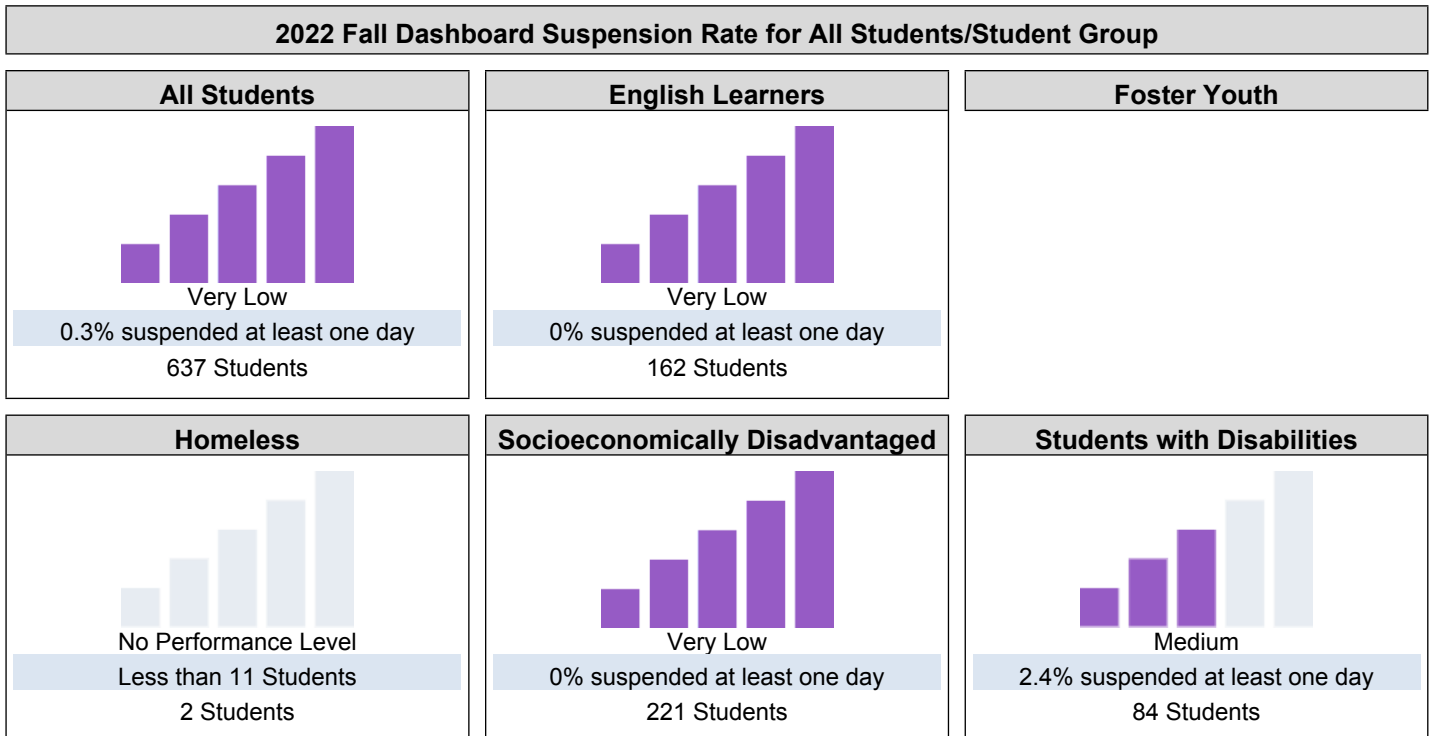
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



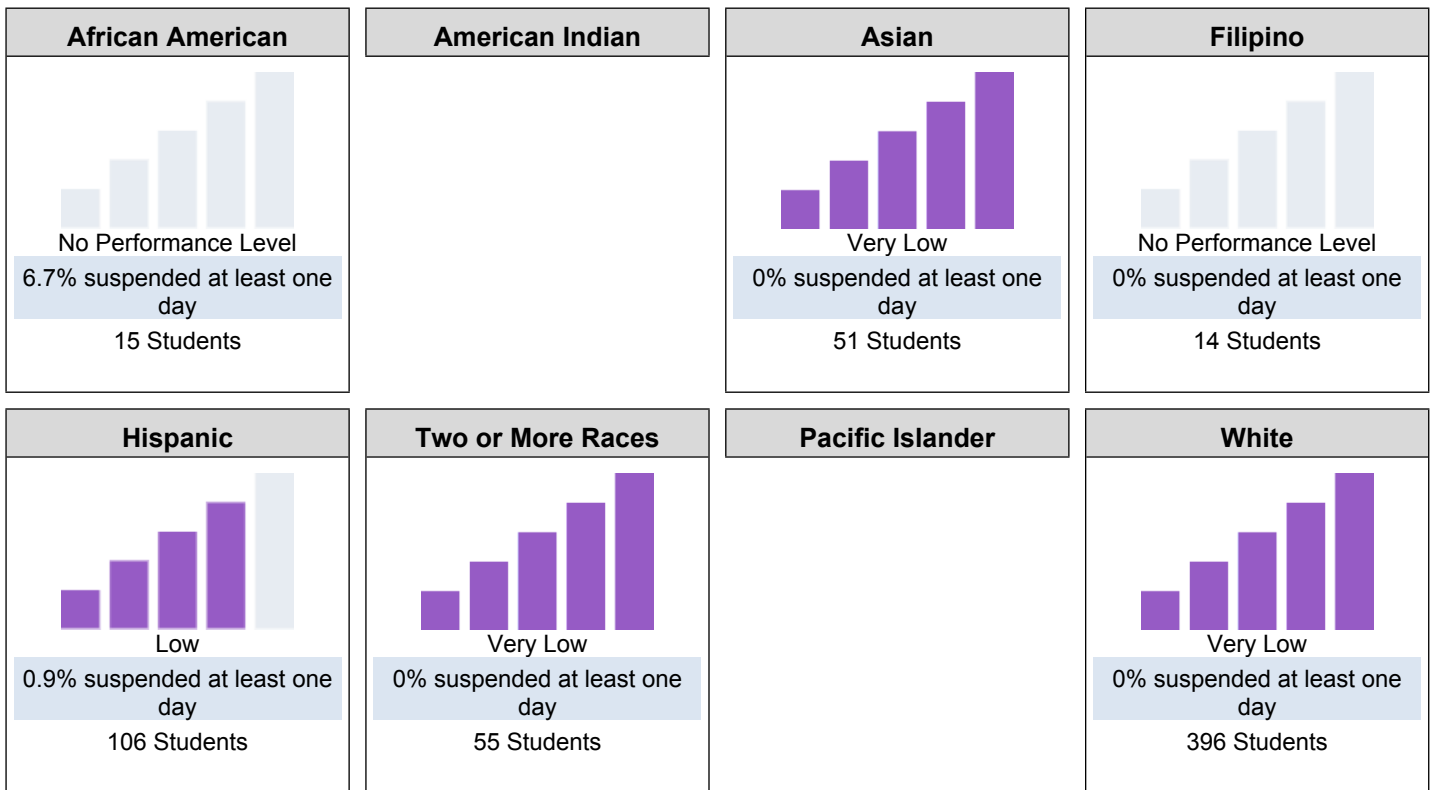
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. The suspension rate is Very Low in the White, ELs, WEDs, Two or More Races, and White subgroups.
2. Students with Disabilities subgroup scored in the Medium category.
3. The Hispanic subgroup scored in the Low category.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Increase student proficiency rates in English Language Arts/Math

## LEA/LCAP Goal

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

## Goal 1

Increase student achievement on the CAASPP/SBAC by 3% in Language Arts and Math.

## Identified Need

Increase CAASPP data in English Language Arts and Mathematics following the District's 3% overall proficiency target. Students have showed decreased proficiency following the pandemic. Strategies need to be implemented to re-focus teaching and learning strategies and increase student outcomes.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase by 3% overall for CAASPP Data from 2021-22 per District's recommended growth goal	3rd Grade proficiency 21-22 63% Math, Last 2018-19 62%, Need not meet 3% gain; 3rd Grade proficiency 21-22 63% ELA Last 2018-19 61% Need not meet 3% gain;	Students will gain proficiency in Math and ELA as measured by CAASP

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	4th Grade proficiency 57% Math Last 2018-19 61% Need not meet 3% gain; 4th Grade proficiency 57% ELA Last 2018-19 65% Need not meet 3% gain; 5th Grade proficiency 53% Math Last 2018-19 67% Need not meet 3% gain; 5th Grade proficiency 64% Math Last 2018-19 77% Need not meet 3% gain	

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

### Strategy/Activity 1

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

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

All Students

#### Strategy/Activity

Target Tier 1 Instruction-During Tuesday faculty and grade-level meetings, teachers will have the opportunity to meet with grade-level colleagues to discuss student progress and to collaborate on effective instructional practices. Communities of practice are established as a time for RtI teachers and classroom teachers to collaborate.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 2

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

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

All Students

#### Strategy/Activity

School will use a systematic evidence-based approach to RTI and data monitoring - Data Chats / Communities of Practice will be held three times a year to discuss and targeted assessment and how to soundly monitor growth.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 3

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

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

Students identified as not meeting grade level in the area of mathematics or ELA and/or students who did not score proficient on SBAC in mathematics and ELA

Strategy/Activity

Assigned certificated teachers for RTI will provide pull-out or push-in services to support students not performing at grade level in ELA or mathematics using a variety of supplemental resources including SIPPS, Fountas & Pinnell, Read Naturally, Box Cars and One Eyed Jacks, etc. to support students' identified needs. Certificated Teachers will also provide math workshops to students who need support in math as well.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

51,185.00

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries

### Strategy/Activity 4

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

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

All Students

Strategy/Activity

Professional Development through Communities of Practice - Once needs are established teachers will attend PD to target areas of need.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

51185.00

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries

# Annual Review

## SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

SSC and staff discussed the implementation of grade level meetings and staff meetings to advance student achievement.

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

Grade level meetings and staff meetings are held throughout the year.

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

Continued focused grade level meetings will be planned to give attention to student achievement.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Learners

## LEA/LCAP Goal

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

## Goal 2

Increase ELL success in Mathematics by at least 3% on CAASP

## Identified Need

Students in this subgroup have an increasing gap in mathematics from their English Only peers.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase by 3% overall for CAASP Data from 2021-22 to 2022-23 as recommended by District's growth goal.	2021-2022 Baseline  41% proficient 3rd grade 32% proficient 4th grade 43% proficient 5th grade	3% increase in Math for English Language Learners

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

### **Strategy/Activity 1**

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

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

English Learner Students

#### Strategy/Activity

Certificated teachers will provide 30 minutes of ELD instruction daily in grades first through fifth and 20 minutes of ELD instruction daily in kindergarten and transitional kindergarten classrooms focusing on math vocabulary strategies

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

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

Amount(s)

Source(s)

### **Strategy/Activity 2**

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

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

Students identified as English Learner/Immigrant

#### Strategy/Activity

English Learner instructional assistants will push into all classrooms with English learners to support the teacher with ELD instruction as well as curriculum support for the English Learner students.

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

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

Amount(s)

Source(s)

### **Strategy/Activity 3**

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

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

Students identified as English Learner/Immigrant

#### Strategy/Activity

ELD specialist will support classroom teachers and EL instructional assistants with implementing and refining Project GLAD strategies to support EL students with mathematics while utilizing academic vocabulary; this will occur during data chats and or grade level planning meetings for each grade level throughout the school year.

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



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

Amount(s) Source(s)

### **Strategy/Activity 4**

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

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

Students who are identified as English Learner/Immigrant

Strategy/Activity

All teachers will be given professional development using Project GLAD or other evidence-based strategies to help English Learner students increase literacy and Tier 3 vocabulary throughout their math curriculum.

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

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

Amount(s) Source(s)

13582.00

Title III  
1000-1999: Certificated Personnel Salaries

### **Strategy/Activity 5**

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

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

Students identified English Learner/Immigrant

Strategy/Activity

Parents of English Learner/Immigrant students will be provided the following educational opportunities to learn and participate in to support their children's' academic growth and expand language skills: this will include family math nights and instructional technology supports

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

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

Amount(s) Source(s)

1838.00

Title III  
5800: Professional/Consulting Services And Operating Expenditures

# Annual Review

## SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

The strategies and activities used with our EL/Immigrant strategies are research-based to show effective instruction and support to our students in the area of reading, writing, listening, speaking, and mathematics. These are all skills that English Learner/Immigrant students need to have developed to access the curriculum, demonstrate mastery of content state standards, and increase overall language proficiency. With higher scores on ELPAC and report cards, EL/Immigrant students will then be able to be reclassified which is the desired goal.

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

Teachers and staff will continue to be supported with EL best instructional practices for EL students from the curriculum specialist and ELD specialist.

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.

No change

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Continued Professional Development and Implementation of California State Standards for Staff

## LEA/LCAP Goal

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

## Goal 3

Emerson Elementary School will dedicate time for continued professional development for the implementation of Tier I Instructional Strategies including integration of Math including P3CC and DEI work and apply it to in Math and ELA

## Identified Need

Teachers have a desire to increase their understanding of the California state standards, the curriculum and best practices/instructional strategies to advance student achievement for all subgroups

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation in professional development, grade level and staff meetings	There was no structured approach to RTI that integrated Tier I strategies into professional development or data chats	100% of teachers will understand the expectation and structure of Emerson's MTSS system

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

### **Strategy/Activity 1**

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

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

All Students

#### Strategy/Activity

During Tuesday faculty and grade-level meetings, teachers will have the opportunity to meet with grade level colleagues to review, and discuss the implementation of Tier I Instructional Strategies and apply it to in Math and ELA as well as specified targeted groups represented in the modules. We will also focus on PBIS for socioemotional support and DEI site goals work as supported by the district.

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

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

Amount(s)

Source(s)

### **Strategy/Activity 2**

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

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

All Students

#### Strategy/Activity

TK-5 teachers will participate in school site Tier 1 instructional supports.

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

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

Amount(s)

Source(s)

### **Strategy/Activity 3**

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

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

All Students

#### Strategy/Activity

DEI work-Teachers will participate and facilitate DEI professional development based on site goals

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

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

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

Although professional development is an on-going goal at Emerson, socio-emotional supports along with DEI work have been added to meet current needs. District math Elementary PC33 has been added with small group interest of teachers.

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

At this point in time, all professional development to support teachers with this goal is provided by the principal, curriculum specialist, ELD specialist, District TOSAs, and teachers themselves. This provides arena for Communities of Practice to focus on how to ensure all students, particularly those students not meeting grade level, are receiving differentiated instruction to meet their needs.

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.

No change

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Diversity, Equity, and Inclusion

## LEA/LCAP Goal

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

## Goal 4

We will increase our awareness and supports to build a welcoming, equitable, and inclusive school environment for all students.

## Identified Need

All students need a place that supports them physically, emotionally, and mentally.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Based on the District's LCAP goals students will be physically, emotionally, and mentally healthy and supported.	We are working to make social justice and equity fully integrated within our school day. Teachers will participate in monthly DEI related professional development	Teachers and students will feel a sense of belonging and representation.

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

### Strategy/Activity 1

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

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

All Students

#### Strategy/Activity

Increase cultural and identity representation within our classroom and school libraries.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 2

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

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

All Students

#### Strategy/Activity

Teachers participate in book study "Start Here, Start Now", collaborative Affinity DEI Team, district professional development to develop a pervasive culture of equity and inclusion here at Emerson Elementary

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

250.00

Title III  
4000-4999: Books And Supplies

### Strategy/Activity 3

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

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

All Students

#### Strategy/Activity

Each class at each grade level will receive four to six weeks of instruction in the area of performing arts highlighting cultural diversity.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000.00

Source(s)

Donations  
5800: Professional/Consulting Services And Operating Expenditures  
This funding will be provided by the Emerson Fundraising Committee

## Strategy/Activity 4

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

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

All students who are in need of Sensory Regulation -Focuses on inclusion of Neurodiverse students.

Strategy/Activity

Create a Sensory Hallway to offer alternative area for breaks for students who are on need of sensory integration

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000.00

Source(s)

Other  
4000-4999: Books And Supplies  
MAA money

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

Teachers want to move away from monthly DEI celebrations to the broader work of creating a culture that is always mindful of diversity and equity in all that we do.

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

No differences



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.

No Changes

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Social Emotional Learning

## LEA/LCAP Goal

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

## Goal 5

To support all students' social and emotional learning, Emerson staff will rebuild PBIS implementation of strategies at the site in addition to classroom lessons from the Second Step program in grades kindergarten through fifth grade.

## Identified Need

There is a need for a positive behavioral program and social emotional learning for all students at Emerson which supports students' academic and social emotional learning to ensure growth as well as safety. During the pandemic PBIS structure and services were difficult to maintain. Some consistency was lost.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The Emerson PBIS program continues to develop and is	At the current time, Emerson is creating a system to track	The expected outcome, once the majority of PBIS strategies

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
refined to support the established school-wide behavior matrix, a school-wide pledge, and a token system to reward students for behaving positively in the classroom and on the playground.	office referrals for inappropriate behavior as well as classroom behavior that does not warrant going to the office. This system will allow staff to look at data and then analyze it to determine areas of need for implementing PBIS and reach every student.	have been implemented, is to have fewer office referrals and more positive behaviors being observed in the classroom and out on the playground with students demonstrating skills and strategies to handle conflict resolution in a positive manner.

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

### Strategy/Activity 1

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

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

All students

#### Strategy/Activity

Principal and PBIS coach will attend 3 training sessions through LACOE in addition to 3 training sessions with Emerson's PBIS team. PBIS Team will work together to rebuild structures and supports starting again with Tier 1

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 2

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

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

All Students

#### Strategy/Activity

Add an RTI teacher who focus on the intersection of academics and social emotional learning

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

300.00

Donations

### Strategy/Activity 3

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

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

All Students

#### Strategy/Activity

Curriculum specialist/Intervention Specialist will coach weekly lessons from Second Step and or Social skills groups

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

88882.00

Source(s)

LCFF - Supplemental  
2000-2999: Classified Personnel Salaries

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

In the area of PBIS implementation at Emerson, the school is continuing with its four years of implementation. Thus far, Emerson has established, taught, and posted the STARS pledge which defines our expected positive behavior from all students. In addition, Emerson has also established, taught, and posted a school-wide behavior expectations matrix as well as grade-level classroom expectations. This year the Emerson PBIS team will implement the official ODR for staff to use to track those behaviors which are deemed major. Emerson has also created Starbucks which are fake dollar bills to pass out to students to reward positive behavior. Students work together toward a collaborative school-wide goal. Staff will continue to receive consistent PD and support to ensure that all staff is relaying the same message and rewarding students for positive behavior. In the area of Second Step implementation, the principal/ intervention specialist will continue to support students in kindergarten through fifth grade classrooms with coaching lessons for this District adopted curriculum. The specific language and strategies from this curriculum are being used by students both in the classroom and on the playground. Parent education sessions for PBIS and Second Step will be offered.

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

While Emerson will begin again with Tier 1 PBIS as the pandemic seemed to have muddled consistant sysyems and structures.

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

N/A

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$217,222.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title III	\$15,670.00

Subtotal of additional federal funds included for this school: \$15,670.00

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 (\$)
Donations	\$5,300.00
LCFF - Supplemental	\$191,252.00
Other	\$5,000.00

Subtotal of state or local funds included for this school: \$201,552.00

Total of federal, state, and/or local funds for this school: \$217,222.00

# 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
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## Expenditures by Funding Source

Funding Source	Amount
Donations	5,300.00
LCFF - Supplemental	191,252.00
Other	5,000.00
Title III	15,670.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	115,952.00
2000-2999: Classified Personnel Salaries	88,882.00
4000-4999: Books And Supplies	5,250.00
5800: Professional/Consulting Services And Operating Expenditures	6,838.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Donations	300.00
5800: Professional/Consulting Services And Operating Expenditures	Donations	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	102,370.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	88,882.00
4000-4999: Books And Supplies	Other	5,000.00

1000-1999: Certificated Personnel Salaries	Title III	13,582.00
4000-4999: Books And Supplies	Title III	250.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	1,838.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	102,370.00
Goal 2	15,420.00
Goal 4	10,250.00
Goal 5	89,182.00



# 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
Jennifer Almer-Johnson	Principal
Vivian Zakarian	Classroom Teacher
Cagney Branam	Classroom Teacher
Esperanza Diaz	Other School Staff
Moirra Hanson	Classroom Teacher
Lala Manoukian	Parent or Community Member
Maria Gallina	Parent or Community Member
Tara Karoian	Parent or Community Member
Sonia Fernandes	Parent or Community Member
Ani Arshakyan	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
	Other: School Leadership Team

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 December 8, 2022.

Attested:

Principal, Jennifer Almer-Johnson on December 8, 2022
SSC Chairperson, Lala Manoukian on December 8, 2022

# Instructions

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

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

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

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

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

# 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
<i>Deidra C. Tinsø</i>	English Learner Advisory Committee
<i>Cagney Branam</i>	Other: School Leadership Team

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 December 8, 2022.

Attested:

*Jennifer Almer-Johnson*

Principal, Jennifer Almer-Johnson on December 8, 2022

*Lala Manoukian*

SSC Chairperson, Lala Manoukian on December 8, 2022