School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Charles G. Emery Elementary School	30-66456-6027150	October 26, 2021	December 13. 2021

Purpose and Description

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

X 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.

In order to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps, our plan is to regularly monitor student progress to meet their individual needs. Teachers use state and local assessment data to inform instruction and services for all students. CCSS aligned materials are used to deliver effective instruction that is supported by on-going professional development.

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).

A comprehensive needs assessment occurred through input from all school advisory councils, the LCAP Survey and the California Healthy Kids Survey.

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 administrator walks classrooms on a regular basis to monitor instruction and observe student progress. In addition, formal classroom observations are made annually. The findings show classroom instructional practices where teachers are using curriculum and activities learned in professional development in the areas of Language Arts, ELD, and Math. Students are engaged in scholarly discourse throughout the day to build their language and critical thinking skills.

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)

Staff use District identified assessments such as SBA ELA and Math, Common Formative Assessments, iReady, and ELPAC results to track progress of students and modify instruction. In addition, teachers use classroom assessments and progress monitoring tools to modify instruction and meets individual student needs.

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

Staff meets on a regular basis to discuss curriculum-embedded assessments to plan re-teaching lessons and modify instruction. They analyze assessments to monitor student progress and provide interventions.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at school site meet the requirements for being highly qualified and have English Learner certification.

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

All teachers at this school are credentialed and highly qualified. In addition all teachers were trained on SBE adopted instructional materials.

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

Staff development is aligned to the Common Core State Standards and is based on student performance. This included training in Reading and Writing Workshop, English Language Development, Cognitive Guided Instruction, Social Emotional Learning and Science.

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

Support is provided via direct services to students and professional development on effective reading strategies to staff. A technology lead provides technology support with software and professional development to staff. Counselors provide support to the staff with meeting students' social, emotional, and physical needs. A district professional development plan was put into place for on-going training.

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

Teachers are provided time to collaborate for one hour every Thursday. The collaboration is used for analysis of student work, lesson planning, and monitoring of curriculum and pacing guides.

Teaching and Learning

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

Curriculum and instructional materials are aligned to the Common Core State Standards and teachers follow district curriculum guides and specific content pacing guides.

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

The BPSD blueprint provides guidance on required instructional minutes in English Language Arts, Mathematics, English Language Development, and intervention classes.

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

Curriculum guides were developed and aligned to the Common Core State Standards. Through Multi-tiered Systems of Support, students receive intervention within the classroom, as needed.

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

Standards based instructional materials are available and appropriate for all student groups.

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

The school uses SBE-adopted and standards-aligned materials.

Opportunity and Equal Educational Access

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

Teachers employ classroom interventions and students are identified for targeted intervention.

Evidence-based educational practices to raise student achievement

All educational practices used at the school are research based.

Parental Engagement

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

The school uses community resources available to assist under-achieving students. In addition, the school seeks resources available from family and district.

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)

The school has parent advisory councils such as the School Site Council, English Learners Advisory Council, and E.A.G.L.E.S. that are involved in the planning, implementation and monitoring of the SPSA.

Funding

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

All categorical programs are used to supplement the regular education program and meet the needs of under-performing students.

Fiscal support (EPC)

The district allocates general and categorical funds to provide resources to improve student achievement.

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

All stakeholder groups were involved in the developing the overall plan based on the three LCAP goals and school data. Each group reviews the goals and has an opportunity to provide input regarding development of action items to help achieve the goals. The following indicates the dates of these specific meetings:
September 21, 2021 - ELAC members met to review the goals and provide input.
September 28, 2021 - School Site Council met to review the goals and provide input.
October 4, 2021- Certificated Staff Meeting included time for the staff to discuss the goals and provide input.
October 7, 2021 - Classified Staff Meeting included time for the staff to discuss the goals and provide input.
October 26, 2021 - SSC reviewed and approved the plan.

Resource Inequities

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

Emery School does not have an After School Education and Safety (ASES) program to provide support for students beyond the school day.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0.16%	0.5%		1	3
African American	1.91%	0.93%	1.4%	12	6	9
Asian	41.18%	41.09%	46.7%	259	265	310
Filipino	6.04%	5.43%	5.7%	38	35	38
Hispanic/Latino	38.16%	38.76%	33.3%	240	250	221
Pacific Islander	1.11%	0.62%	%	7	4	
White	8.11%	7.75%	7.1%	51	50	47
Multiple/No Response	%	1.24%	4.1%		26	27
			Total Enrollment	629	645	664

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	109	108	117
Grade 1	97	100	116
Grade 2	89	101	126
Grade3	75	84	98
Grade 4	95	71	98
Grade 5	85	93	109
Grade 6	79	88	
Total Enrollment	629	645	664

Conclusions based on this data:

1. The enrollment at Emery School remains fairly consistent. The grade level enrollment has increased as expected due to the district reconfiguration.
2. The Asian and Hispanic student groups continue to be the largest.

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	226	195	196	35.9%	30.2%	29.5%
Fluent English Proficient (FEP)	96	131	131	15.3%	20.3%	19.7%
Reclassified Fluent English Proficient (RFEP)	9	59	27	4.3%	26.1%	13.8%

Conclusions based on this data:

1. Although the number of English learners remained consistent from 2019-2020 to 2020-2021, fewer students were reclassified. The pandemic may have contributed to less students being eligible.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	97	96	72	92	96	72	91	96	72	94.8	100	100
Grade 4	82	92	89	81	92	89	81	92	89	98.8	100	100
Grade 5	102	75	86	101	74	84	101	74	84	99	98.7	97.7
Grade 6	73	102	68	73	102	67	73	102	67	100	100	98.5
All Grades	354	365	315	347	364	312	346	364	312	98	99.7	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2455.	2481.	2440.	36.26	52.08	30.56	26.37	17.71	26.39	20.88	15.63	23.61	16.48	14.58	19.44
Grade 4	2477.	2478.	2494.	32.10	33.70	42.70	20.99	21.74	15.73	22.22	11.96	15.73	24.69	32.61	25.84
Grade 5	2520.	2565.	2527.	31.68	44.59	34.52	28.71	32.43	26.19	18.81	14.86	17.86	20.79	8.11	21.43
Grade 6	2551.	2561.	2586.	30.14	31.37	35.82	31.51	35.29	43.28	17.81	16.67	14.93	20.55	16.67	5.97
All Grades	N/A	N/A	N/A	32.66	40.11	36.22	26.88	26.65	26.92	19.94	14.84	17.95	20.52	18.41	18.91

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.97	44.79	31.94	40.66	37.50	44.44	26.37	17.71	23.61
Grade 4	25.93	31.52	39.33	53.09	40.22	34.83	20.99	28.26	25.84
Grade 5	35.64	39.19	35.71	42.57	52.70	44.05	21.78	8.11	20.24
Grade 6	36.99	29.70	34.33	41.10	46.53	53.73	21.92	23.76	11.94
All Grades	32.95	36.09	35.58	44.22	43.80	43.59	22.83	20.11	20.83

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	42.86	46.88	27.78	40.66	37.50	50.00	16.48	15.63	22.22
Grade 4	30.86	31.52	40.45	49.38	35.87	40.45	19.75	32.61	19.10
Grade 5	41.58	52.70	32.14	41.58	36.49	38.10	16.83	10.81	29.76
Grade 6	36.99	44.55	37.31	39.73	38.61	56.72	23.29	16.83	5.97
All Grades	38.44	43.53	34.62	42.77	37.19	45.51	18.79	19.28	19.87

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31.87	38.54	26.39	57.14	52.08	54.17	10.99	9.38	19.44
Grade 4	20.99	18.48	32.58	54.32	69.57	53.93	24.69	11.96	13.48
Grade 5	19.80	31.08	28.57	62.38	59.46	52.38	17.82	9.46	19.05
Grade 6	26.03	19.80	26.87	54.79	63.37	68.66	19.18	16.83	4.48
All Grades	24.57	26.72	28.85	57.51	61.16	56.73	17.92	12.12	14.42

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	34.07	55.21	26.39	45.05	33.33	52.78	20.88	11.46	20.83
Grade 4	22.22	33.70	25.84	54.32	46.74	52.81	23.46	19.57	21.35
Grade 5	33.66	51.35	36.90	40.59	43.24	45.24	25.74	5.41	17.86
Grade 6	34.25	57.43	53.73	41.10	27.72	41.79	24.66	14.85	4.48
All Grades	31.21	49.59	34.94	45.09	37.19	48.40	23.70	13.22	16.67

Conclusions based on this data:

1. Due to the COVID-19 pandemic, the assessment was not taken during the 2019-20 or 2020-2021 school years. The most recent data is from 2018-2019. Overall, 63% of students met or exceeded the grade level standard. For a more detailed look at the students' performance, the Claims indicate 86% of students scored Near or Above Standard in Listening, 80% in Writing, 79% in Reading and 83% in Research/Inquiry.
2. Trend from previous years: We continue to score above the state average in English Language Arts in all grade levels. The data indicates that most students continue to make steady growth in English Language Arts overall.
3. Next steps: Continue to address grade level standards with ELA curriculum and pacing guides. We will utilize data from iReady and formative assessments to monitor progress towards mastery. Students will continue to practice with the Interim Assessment Blocks to better prepare them for the Summative Assessment. Teachers will utilize the grade level collaboration time to monitor student progress and plan interventions or reteach opportunities.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	97	96	72	94	96	72	94	96	72	96.9	100	100
Grade 4	82	92	89	81	91	89	81	91	89	98.8	98.9	100
Grade 5	102	75	86	101	74	86	101	74	86	99	98.7	100
Grade 6	73	102	68	73	102	67	73	102	67	100	100	98.5
All Grades	354	365	315	349	363	314	349	363	314	98.6	99.5	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2477.	2483.	2459.	40.43	46.88	29.17	30.85	26.04	38.89	14.89	14.58	18.06	13.83	12.50	13.89
Grade 4	2515.	2491.	2513.	30.86	25.27	39.33	35.80	29.67	24.72	27.16	27.47	20.22	6.17	17.58	15.73
Grade 5	2524.	2549.	2511.	34.65	43.24	32.56	16.83	18.92	13.95	21.78	24.32	19.77	26.73	13.51	33.72
Grade 6	2563.	2549.	2593.	38.36	30.39	44.78	19.18	17.65	16.42	16.44	27.45	32.84	26.03	24.51	5.97
All Grades	N/A	N/A	N/A	36.10	36.09	36.31	25.50	23.14	23.25	20.06	23.42	22.29	18.34	17.36	18.15

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	54.26	54.17	52.78	26.60	29.17	30.56	19.15	16.67	16.67
Grade 4	46.91	40.66	51.69	39.51	27.47	26.97	13.58	31.87	21.35
Grade 5	39.60	51.35	37.21	25.74	29.73	27.91	34.65	18.92	34.88
Grade 6	42.47	39.22	53.73	27.40	29.41	34.33	30.14	31.37	11.94
All Grades	45.85	46.01	48.41	29.51	28.93	29.62	24.64	25.07	21.97

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	47.87	58.33	33.33	38.30	25.00	54.17	13.83	16.67	12.50
Grade 4	38.27	32.97	40.45	46.91	43.96	41.57	14.81	23.08	17.98
Grade 5	27.72	39.19	31.40	45.54	47.30	33.72	26.73	13.51	34.88
Grade 6	36.99	31.37	38.81	39.73	41.18	50.75	23.29	27.45	10.45
All Grades	37.54	40.50	35.99	42.69	38.84	44.27	19.77	20.66	19.75

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	47.87	58.33	40.28	42.55	30.21	47.22	9.57	11.46	12.50
Grade 4	38.27	31.87	46.07	50.62	40.66	33.71	11.11	27.47	20.22
Grade 5	30.69	28.38	27.91	44.55	48.65	39.53	24.75	22.97	32.56
Grade 6	39.73	31.37	38.81	34.25	41.18	40.30	26.03	27.45	20.90
All Grades	38.97	38.02	38.22	43.27	39.67	39.81	17.77	22.31	21.97

Conclusions based on this data:

1. Due to the COVID19 pandemic, the assessment was not taken during the 2019-2020 or 2020-2021 school years. The most recent data is from 2018-2019. Overall, 59% of students met or exceeded the grade level standard. For a more detailed look at the students' performance, the Claims indicate that students scoring Above or Near Standard in Concepts and Procedures is 78%, Problem Solving and Data Analysis is 80%, and Communicating Reasoning is 78%.
2. Previous Trends: We continue to score above the state average in Mathematics in all grade levels. The data indicates that many students have made steady growth overall.
3. Next steps: Continue to address grade level standards with the Math curriculum and pacing guides, using Zearn Math (K-5). Implement Math Academy for advanced learners. We will monitor progress with formative assessment data and iReady, and also expose students to the interim assessments. Teachers will utilize the grade level collaboration time to monitor student progress and plan interventions or reteach opportunities.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1457.4	1429.8	1450.6	1434.3	1473.0	1418.8	51	48
Grade 1	1511.5	1480.6	1489.0	1468.8	1533.4	1491.9	36	29
Grade 2	1468.6	1506.8	1457.6	1510.2	1479.0	1502.8	20	19
Grade 3	1480.7	1467.5	1472.5	1459.8	1488.4	1474.6	27	17
Grade 4	1503.2	1494.1	1493.9	1489.5	1511.8	1498.3	25	21
Grade 5	1512.6	1501.6	1523.2	1487.7	1501.6	1515.2	16	23
Grade 6	1515.0	1379.1	1513.8	1375.9	1515.7	1382.0	17	14
All Grades							192	171

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	54.90	14.58	29.41	50.00	*	16.67	*	18.75	51	48
1	77.78	27.59	*	51.72	*	13.79	*	6.90	36	29
2	*	36.84	*	42.11	*	15.79	*	5.26	20	19
3	*	23.53	44.44	17.65	*	35.29	*	23.53	27	17
4	*	38.10	52.00	19.05	*	28.57	*	14.29	25	21
5	*	13.04	*	34.78		30.43	*	21.74	16	23
6	*	14.29	*	42.86	*	0.00	*	42.86	17	14
All Grades	45.31	22.81	33.33	39.77	11.46	19.88	9.90	17.54	192	171

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	41.18	18.75	37.25	43.75	*	16.67	*	20.83	51	48
1	66.67	44.83	*	24.14	*	20.69	*	10.34	36	29
2	*	57.89	*	36.84	*	0.00	*	5.26	20	19
3	*	23.53	44.44	23.53	*	23.53	*	29.41	27	17
4	*	61.90	*	14.29	*	9.52	*	14.29	25	21
5	81.25	34.78	*	26.09		13.04	*	26.09	16	23
6	*	28.57	*	28.57		0.00	*	42.86	17	14
All Grades	47.92	36.26	32.29	30.41	8.85	13.45	10.94	19.88	192	171

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	64.71	12.50	*	45.83	21.57	29.17	*	12.50	51	48
1	72.22	20.69	*	62.07	*	10.34		6.90	36	29
2	*	26.32	*	36.84	*	31.58	*	5.26	20	19
3	*	5.88	44.44	29.41	*	35.29	*	29.41	27	17
4	*	19.05	*	28.57	*	23.81	*	28.57	25	21
5	*	4.35	*	13.04	*	56.52	*	26.09	16	23
6	*	7.14	*	35.71	*	14.29	*	42.86	17	14
All Grades	41.15	14.04	26.56	38.60	19.27	28.65	13.02	18.71	192	171

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	70.59	25.00	25.49	60.42	*	14.58	51	48
1	77.78	62.07	*	31.03	*	6.90	36	29
2	*	57.89	*	36.84	*	5.26	20	19
3	*	17.65	66.67	64.71	*	17.65	27	17
4	*	38.10	68.00	47.62	*	14.29	25	21
5	68.75	8.70	*	69.57	*	21.74	16	23
6	*	28.57	*	28.57	*	42.86	17	14
All Grades	54.69	33.92	38.02	50.29	7.29	15.79	192	171

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	35.29	16.67	49.02	58.33	*	25.00	51	48
1	52.78	24.14	38.89	65.52	*	10.34	36	29
2	*	63.16	*	31.58	*	5.26	20	19
3	55.56	23.53	*	41.18	*	35.29	27	17
4	56.00	47.62	*	38.10	*	14.29	25	21
5	81.25	52.17	*	13.04	*	34.78	16	23
6	*	21.43	*	35.71	*	42.86	17	14
All Grades	50.52	32.75	34.90	44.44	14.58	22.81	192	171

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	56.86	4.17	39.22	81.25	*	14.58	51	48
1	83.33	55.17	*	37.93		6.90	36	29
2	*	21.05	*	68.42	*	10.53	20	19
3	*	0.00	55.56	52.94	*	47.06	27	17
4	*	9.52	64.00	61.90	*	28.57	25	21
5	*	8.70	*	65.22	*	26.09	16	23
6	*	7.14	*	42.86	*	50.00	17	14
All Grades	44.27	15.79	38.02	61.99	17.71	22.22	192	171

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	80.39	60.42	*	27.08	*	12.50	51	48
1	61.11	24.14	36.11	65.52	*	10.34	36	29
2	*	21.05	*	73.68	*	5.26	20	19
3	*	17.65	70.37	64.71	*	17.65	27	17
4	*	28.57	56.00	57.14	*	14.29	25	21
5	*	13.04	*	65.22	*	21.74	16	23
6	*	28.57	70.59	28.57	*	42.86	17	14
All Grades	47.92	32.75	42.19	51.46	9.90	15.79	192	171

Conclusions based on this data:

1. Baseline Overall Data: 22.8% of students scored Level 4 overall and only 17.5% scored Level 1. Scores in Oral Language continue to be slightly higher than Written Language.
2. Baseline Domain Data: In all 4 areas, the majority of students are scoring Well-developed or Somewhat/Moderately. The Listening and Speaking percentages are slightly higher. There are fewer students scoring "well-developed" in the Reading Domain, therefore there needs to be a focus in this area.
3. Next steps: Continue to enhance and provide Integrated and Designated ELD and utilize the ELA/ELD Framework. Plan collaboration and professional development for teachers to understand the ELPAC and support for student achievement. Designate time for data analysis on formative assessments to monitor student progress.

School and Student Performance Data

Student Population

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.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
645	**50.5**	**30.2**	**0.5**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	195	30.2
Foster Youth	3	0.5
Homeless	28	4.3
Socioeconomically Disadvantaged	326	50.5
Students with Disabilities	79	12.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	0.9
American Indian	1	0.2
Asian	265	41.1
Filipino	35	5.4
Hispanic	250	38.8
Two or More Races	26	4.0
Pacific Islander	4	0.6
White	50	7.8

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

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.

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Data is not current due to the COVID-19 pandemic: Based on the Fall 2019 Dashboard data above, our state indicators are green for academic performance. In ELA, the "all students" group continues to be above standard by 26.7 points. Our English Learners are 8.2 points above standard and Socioeconomically Disadvantaged students are 3.7 points below standard. In Mathematics, the "all students" group "maintained" with a Distance from Standard at 20.5. Our English Learners are 8.6 points above standard and Socioeconomically Disadvantaged students are 8.2 below.
2. Previous Trend: In comparison to the Fall 2018 Dashboard data, scores are still above standard, but indicate a decline in ELA and maintained in Math.
3. Next steps: The Emery staff will continue to monitor student progress using local assessments. Included in the ongoing monitoring will be formative classroom assessments analyzed during the work in collaborative teams. Daily English Language Development and small group instruction will support students that need Tier 2 and Tier 3 interventions.

School and Student Performance Data

Academic Performance
English Language Arts

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 English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	1	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
26.7 points above standard	8.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -9.4 points	Declined -13.6 points	3
320	152	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	3.7 points below standard	69.8 points below standard
8	Declined -8.5 points	Declined Significantly -16.2 points
	166	47

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	72.9 points above standard	75.2 points above standard
7		Declined -5.9 points	Declined -4 points
		126	24
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
27 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	16.9 points above standard
Declined -7.2 points	6	3	Declined Significantly -33.8 points
121			29

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
63.3 points below standard	61.7 points above standard	34.4 points above standard
Declined Significantly -22.8 points	Declined Significantly -20.3 points	Declined -8.9 points
65	87	151

Conclusions based on this data:

1. Data is not current due to the COVID-19 pandemic: According to this Dashboard data, our status decreased to green. English Learners remain above standard, while Socioeconomically Disadvantaged and Students with Disabilities are below standard.
2. Previous Trend: This comparison shows we declined by 9.4 points. English Learners, Socioeconomically Disadvantaged and Students with Disabilities all declined from previous year.
3. Next steps: Continue to work with English Learners during Integrated and Designated ELD, and Socio-economically Disadvantaged students during small group intervention.

School and Student Performance Data

Academic Performance
Mathematics

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 Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	1	1	2	1

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
20.5 points above standard	8.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++1.3 points	Maintained -2.8 points	3
320	152	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
Less than 11 Students - Data Not Displayed for Privacy	8.3 points below standard	67.5 points below standard
8	Increased ++6.7 points	Declined -11 points
	166	47

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		70.7 points above standard	59.6 points above standard
7		Increased ++3.3 points	Declined Significantly -19.7 points
		126	24
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
29.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0.4 points below standard
Increased ++8.7 points	6	3	Declined Significantly -16.2 points
121			29

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
51.8 points below standard	53.7 points above standard	22.9 points above standard
Declined -12.2 points	Declined -6.3 points	Maintained ++2.2 points
65	87	151

Conclusions based on this data:

1. Data is not current due to the COVID-19 pandemic: On the state indicator for mathematics, we maintained a level of high (green). English Learners remain above standard, while Socioeconomically Disadvantaged and Students with Disabilities are below standard.
2. Trend: The scores indicate our students maintained +1.3 points and are still above standard by 20.5 points. English Learners and Socioeconomically Disadvantaged maintained/increased while Students with Disabilities declined.
3. Next Steps: Continue to provide high quality math instruction using the ZEARN, iReady Math, and CGI. Monitor student progress on Common Formative Assessments and Interim Assessment Blocks, and plan interventions accordingly.

School and Student Performance Data

Academic Performance
English Learner Progress

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.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
53.2 making progress towards English language proficiency
Number of EL Students: 109
Performance Level: Medium

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.5	30.2	10.0	43.1

Conclusions based on this data:

1. Data is not current due to the COVID-19 pandemic: English Learners are 8.2 points above standard, but declined by 13.6 on the ELA Smarter Balanced Assessment.
2. Previous Trend: English Learners continue to need support with ELA and Math. Specifically, the most current data shows a decline on the Smarter Balanced Assessment in ELA and maintained in Math.
3. Next steps: Continue to provide integrated and designated ELD to give specific language instruction to all English Learners. Focus collaboration on the ELA/ELD Framework and ELD Standards.

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						Highest Performance
	Red	Orange	Yellow	Green	Blue	

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		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 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 Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	1	2	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Green	No Performance Color
4.6	3	Less than 11 Students - Data Not Displayed for Privacy
Increased +0.6	Declined -0.6	3
651	235	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
0	5.6	13.8
Declined -8.3	Increased +1.1	Increased +2.9
23	341	87

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Yellow	Orange
0	Less than 11 Students - Data Not Displayed for Privacy	2.6	10.3
Maintained 0	0	Increased +1.2	Increased +7.7
13		266	39
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
6.4	0	Less than 11 Students - Data Not Displayed for Privacy	5.8
Increased +1.4	Declined -3.8	7	Declined -6.7
251	23		52

Conclusions based on this data:

1. Based on previous data, there is a need to support the following subgroups: Socioeconomically Disadvantaged, Students with Disabilities, Hispanics and Filipinos.
2. Continue to monitor attendance and communicate with families that need support.
3. Provide information to parents about school attendance rules as well as the impact on student learning.

School and Student Performance Data

Academic Engagement
Graduation Rate

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 Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

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

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

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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 Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	7

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
0	0	Less than 11 Students - Data Not 3
Declined -0.3	Maintained 0	
668	240	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Blue
0	0	0
Maintained 0	Declined -0.6	Declined -1.1
24	350	90

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		Blue	Blue
0		0	0
Maintained 0		Declined -0.4	Maintained 0
14		270	41
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
0	0	Less than 11 Students - Data 7	0
Declined -0.4	Maintained 0		Maintained 0
258	23		55

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.3	0

Conclusions based on this data:

1. Current data is not available due to COVID-19 pandemic: Based on the Fall 2019 Dashboard data above, all groups maintained or declined.
2. Previous Trend: The number of overall suspensions continues to be low with a decrease from the previous year.
3. Next steps: The Emery staff will continue to monitor student behavior and suspensions in order to modify programs and interventions as needed. We will monitor student behavior with our PBiS Team and counselors and implement proactive measures and interventions.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase student achievement in ELA, Math, and language proficiency through the implementation of state standards-based instruction and assessment taught by highly qualified teachers.

Goal 1

Increase student achievement in ELA, Math, and language proficiency through the implementation of state standards-based instruction and assessment.

Identified Need

Based on local assessments, there is a need for improvement in English Language Arts and Math for students that have not met grade level standards. Grade level teams will continue to use best practices to analyze formative assessment data and collaborative planning to address student needs. The CAST process, structured collaboration and bi-weekly staff meetings will be used for data analysis, progress monitoring and professional development.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018 CAASPP - ELA Grades 3-6	The Fall 2019 CA Dashboard in ELA for all students indicates the performance level was green and the Distance from Standard was 26.7. The Fall 2019 CA Dashboard in ELA for English Learners indicates the performance level was yellow and the Distance from Standard was 8.2. The Fall 2019 CA Dashboard in ELA for Socioeconomically Disadvantaged students indicates the performance level was yellow at 3.7 below standard.	All students: By Fall 2021, we will maintain a performance level of green or move to blue and the Distance from Standard (DFS) will increase by a minimum of 3 points from 26.7 to 29.7. English Learners: By Fall 2021, we will increase to a performance level of green and the Distance from Standard (DFS) will increase by a minimum of 3 points from 8.2 to 11.2. Socioeconomically Disadvantaged students: By Fall 2021, we will increase a performance level to green and the Distance from Standard (DFS) will increase by a minimum of 3 points from -3.7 to -0.7.
2018 CAASPP - Math Grades 3-6	The Fall 2019 CA Dashboard in Math for all students	All students: By Fall 2021, we will maintain a performance

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	indicates the performance level was green and the Distance from Standard was 20.5. The Fall 2019 CA Dashboard in Math for English Learners indicates the performance level was green and the Distance from Standard was 8.6. The Fall 2019 CA Dashboard in Math for Socioeconomically Disadvantaged students indicates the performance level was green at 8.3 below standard.	level of green or move to blue and the Distance from Standard (DFS) will increase by a minimum of 3 points from 20.5 to 23.5. English Learners: By Fall 2021, we will maintain a performance level of green or move to blue and the Distance from Standard (DFS) will increase by a minimum of 3 points from 8.6 to 11.6. Socioeconomically Disadvantaged students: By Fall 2021, we will maintain or increase a performance level and the Distance from Standard (DFS) will increase by a minimum of 3 points from 8.3 to 11.3.
2021 iReady - ELA	2020-2021 Final Diagnostic: 75% of students in Grades K-5 scored at or above grade level, 18% one grade level below, and 8% two or more grade levels below. 2021-2022 Fall Diagnostic: 46% of students in Grades K-5 scored at or above grade level, 41% one grade level below and 13% two or more grade levels below.	By spring of 2022, 78% or more of students in Grades K-5 will scores at or above grade level.
2021 iReady - Math	2020-2021 Final Diagnostic: 72% of students in Grades K-5 scored at or above grade level, 23% one grade level below, and 4% two or more grade levels below. 2021-2022 Fall Diagnostic: 32% of students in Grades K-5 scored at or above grade level, 54% one grade level below,	By spring of 2022, 75% or more of students in Grades K-5 will scores at or above grade level.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	and 15% two or more grade levels below.	
2021 Reclassification Rate	2020-2021 Reclassification Rate: 13.8% of our English learners were reclassified as fluent.	By spring of 2022, 18% of our English learners will be reclassified.

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

Emery staff utilizes best practices to meet state standards by delivering BPSD core curriculum and instruction in English Language Arts, Math, Science, Social Studies, PE, and the Arts. Emphases for the 2021-2022 school year include: Essential Standards, Balanced Literacy, Reading/Writing Workshop, Math, Cognitive Guided Instruction, and Social Emotional Learning.
The expenditures to meet this goal will include:

- instructional supplies: pencils, lined paper, construction paper, copy paper, pens, crayons, markers, composition books, etc. $23,600 (Discretionary)
- science supplies and consumables - $1,000 (Discretionary)
- math materials - $2,000 (Discretionary)
- art supplies - $1,000 (Discretionary)
- materials for social emotional learning - $200 (Discretionary)
- cost of two Instructional Aides for intervention- $30,000
- Extra hours for teachers beyond their contractual workday for professional development, curriculum planning, coaching and progress monitoring - $16,986 (Title I), $1800 (Discretionary)

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)
46,986	Title I

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

Staff frequently analyzes student assessment data including iReady, common formative assessments, etc., to monitor student progress in order to provide learning continuity and interventions to enhance student outcomes that address learning loss for all students and within subgroups such as English Learners, low income and foster youth.
The expenditures to meet this goal will include:

- cost of substitute teachers for CAST, intervention planning, collaboration, etc. - $5,700
- cost of ELA reading and intervention program for grades K-2 $3,100
- supplemental books and instructional materials to support interventions $1,206
- sensory materials for students with specific needs - $1,500 (Discretionary)

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)
10,006	Title I

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

Continue to modify and improve the components of balanced literacy and execute strategic literacy support in order to increase reading achievement. Provide professional development for teachers with coaching, strategic planning and collaboration.
The expenditures to meet this goal will include:

- instructional materials for Reading/Writing Workshop and Balanced Literacy -$5,000 (Discretionary)
- supplemental books for classroom libraries and guided reading -$6,000 (Discretionary)
- Scholastic Storyworks and News Grades TK-5, informational text resource - $5,800
- cost of substitute teachers for professional development - $3,800 (Discretionary)

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)
5800	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Using the ELD Standards and the ELA/ELD Framework provide integrated and designated ELD instruction to support the language needs of all English Learners that incorporates research-based strategies. Maximize learning time with strategy groups during Reading and Writing Workshop for specific interventions.
The expenditures to meet this goal will include:

- Principal and 2 teachers participate in the ELD training with Dr. Flores and present information at staff meetings. (No cost)
- cost of Bilingual Instructional Aide -$20,000 (Discretionary)
- instructional materials of integrated and designated ELD -$1,000 (Discretionary)
- culturally responsive library books $3,000

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

Amount(s)	Source(s)
3,000	Title I

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

In order to increase student achievement through state standards-based instruction and assessments to prepare for college and career, the Emery staff taught BPSD Core Curriculum to address the Common Core State Standards in ELA, Math, Science, Social Studies and PE. We continue to focus on Balanced Literacy, Reading/Writing Workshop, Math and NGSS. To support curriculum and instruction, materials were purchased for Science experiments, manipulative for Math, and instructional supplies to teach all subject areas. Teachers used their Thursday Collaboration time to analyze student work and assessments on a weekly basis. Teachers collaborated with their colleagues to modify and improve balanced literacy. In cases where student achievement is below standard, students are referred to CAST for intervention support. Teachers continue to work with strategy groups to support student needs in ELD. Professional Development is on-going in the areas of ELD, Reading and Writing Workshop, CGI Math and Professional Learning Community.

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

There were no major differences between the Proposed Expenditures and Estimated Actual Expenditures. Due to the COVID-19 pandemic, $12,000 was carried over from 2020-2021 to 2021-2022.

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

N/A

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Create and maintain positive, safe, and culturally responsive learning environments that result in high levels of attendance and student engagement that lead to college and career readiness.

Goal 2

Create and maintain positive, safe, and culturally responsive learning environments that result in high levels of attendance and student engagement that lead to college and career readiness.

Identified Need

Based on surveys and discipline data, there is a need to address behavior with strategies and interventions to support students with identified needs. In addition, we want all students to feel safe at school. Emery School has a Positive Behavior Intervention and Supports program (PBIS) that teaches students appropriate behavior. We will continue to align PBIS and MTSS in order to support student needs. Our teachers and district cpunselor along with the Outreach counselors work with students and teach social emotional learning (SEL).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Parent Survey	Of the 216 parents that completed the survey: 97% feel our facilities are clean, neat and in good repair. 91% feel we have adequate safety measures in place.	100% of families completing the BPSD LCAP Survey will feel our facilities are clean, neat and in good repair. 100% of families will feel we have adequate safety measures in place.
California Healthy Kids Survey	76 fifth graders participated. Of the responses: • 97% of students feel safe at school.	100% of students will feel safe at school.
Panorama Survey	84% of students in grades 3-5 feel they have supportive relationships at school. 43% of students in grades 3-5 feel they can regulate their emotions.	By spring of 2022, 87% or more of students will feel they have supportive relationships at school. By spring of 2022, 50% of students will feel they can regulate their emotions.
Attendance	2020-2021 = 97% attendance rate 2021-2022 Month 1 = 95.6% attendance rate	2021-2022 attendance rate will maintain or improve.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Build positive culture and improve educational outcomes by providing a multi-tiered system of academic, behavioral and social-emotional supports focused on growth and achievement (MTSS).
The expenditures to meet this goal will include:

- materials to support classroom lessons that focus on teaching behavior expectations, the core ethical values and social skills $200 (Discretionary)
- support materials and incentives for PBIS $2,610 (Discretionary)
- equipment for Physical Education - $3305 (Discretionary)
- BrainPop Subscription for additional educational resources - $3250 (Discretionary)

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

Promote and maintain a safe learning environment by implementing and monitoring comprehensive policies and procedures including COVID guidelines for health and safety dedicated to the security of students, staff, and others approved to be on campus.
The expenditures to meet this goal will include:

- student supervision before, during and after school $6,800 (Discretionary)
- safety supplies and monthly safety drills - $1000 (Discretionary)

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

Maintain and enhance productive 21st century learning environments by providing and sustaining educational technology hardware, digital content, and supplies. Integrate innovative teaching practices and educational technology into lesson plans to increase engagement and rigor aligned to CCSS and expand our focus on STEAM .
The expenditures to meet this goal will include:

- supplemental classroom technology supplies and replacements including headphones, keyboards, etc. - $3,000
- technology for STEAM Lab - $6,915 (Discretionary)
- Continue music program with classroom residency workshops - $21,000 (Discretionary)
- equipment repairs $400 (Discretionary)
- Duplo repair/service contract - $950 (Discretionary)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	Title I

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The school expectations were taught school-wide at the beginning of the year and revisited mid-year. Support was also provided to students on an individual basis as needed. Lessons on social emotional learning were taught daily. Materials to assist with sensory needs were purchased and utilized when necessary. In addition, staff supervision was provided before, during and after school.

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 major changes

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.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

BPSD will increase authentic parent and pupil engagement to support academic achievement and social-emotional development.

Goal 3

Increase authentic parent and pupil engagement to support academic achievement and social-emotional development.

Identified Need

Emery School has a large amount of parent involvement. This includes volunteering in the classroom, at special events, participating in fundraisers and student activities. There is also an active EAGLES (HSO), SSC and ELAC.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Survey - Parent Participation and Communication	216 Emery families participated in the 2021 BPSD LCAP Survey. Of the parents participating in the survey: 99% indicated they receive communication in their preferred language. 91% indicated they are satisfied about school to home communication. 98% stated they are informed about ways to get involved at the school.	For the 2021-2022 school year, increase participation in the survey by 50%.
California Healthy Kids Survey - Parents	98 parents participated in the survey. Of those responses: • 91% feel welcome to participate in their child's education. • 90% feel teachers communicate about the expectations. • 85% know how their child is doing between report cards.	By spring of 2022, a minimum of 94% will feel welcome to participate in their child's education. By spring of 2022, a minimum of 93% will feel teachers communicate about expectations. By spring of 2022, a minimum of 88% will feel they know how their child is doing between report cards.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey - Students	76 fifth graders participated in the survey. Of those responses: • 75% of students feel motivated to learn. • 97% feel safe at school.	By spring of 2022, a minimum of 78% will feel motivated to learn. By spring of 2022, 100% of students will feel safe at school.

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

Utilize various forms of communication to keep Emery families informed about school activities, important dates, and any necessary information that supports student success and parent involvement. Provide all school communication in multiple languages, English/Spanish/Korean.To ensure that expectations of growth and student progress are transparent for students and their parents (LCAP Plan), report cards will be completed 3 times a year. Parent conferences for all students will be held in October to discuss student progress.
The expenditures to meet this goal will include:

- translation stipend for qualified classified staff per CSEA Contract - $750 (Discretionary)
- additional materials for school/home communication - $202
- bilingual instructional aide - $2,200 (Discretionary)
- postage costs -$400 (Discretionary)

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)
202	Title I

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

Support and maintain active SSC/ELAC and other parent advisory committees and update the Parent Involvement Policy annually to meet the needs of the stakeholders. Work with the teachers

and school parent organizations (EAGLES) to increase parent involvement.
The expenditures to meet this goal will include:

- materials for parent and family engagement activities - $800

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)
800	Title I

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

Provide opportunities to inform parents about pertinent information relating to their child's education through parent workshops, Back to School Night, Open House, orientations, parent conferences, CAST meetings, etc. to support student achievement.
The expenditures to meet this goal will include:

- extra hours for aides to assist with parent/community engagement - $403
- Teacher hourly pay for parent orientation and Operation Good Start -$1,400
- Parent Workshops - (no cost)

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)
1,803	Title I

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

Provide opportunities for student engagement and extra-curricular activities that support student learning and social emotional development. Encourage students to participate in activities that build upon academic achievement and personal interests.

- Grade Level Events, i.e. writing celebrations, STEAM Days,
- 4th/5th Grade Junior Coaches
- 5th Grade Student Council
- Math Team

- Speech Team
- Music Program
- Art Contests
- District Sponsored Events

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: 2020-21

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

ANALYSIS

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

Many opportunities are in place for parents to be involved in their child's education. There are a large number of parents that help the classroom teacher and attend field trips. This goal includes methods to keep parents informed about school activities and important information. We continue to seek parent input through the LCAP survey.

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator | Baseline/Actual Outcome | Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s) | Source(s)

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	$71,597
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$71,597.00

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 I	$71,597.00

Subtotal of additional federal funds included for this school: $71,597.00

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 ($)

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

Total of federal, state, and/or local funds for this school: $71,597.00

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
Julie Linnecke	Principal
Karen Chalmers	Classroom Teacher
Laura Stanley	Classroom Teacher
Chantel Pettitt	Classroom Teacher
Lori Willis	Other School Staff
Steven Lee	Parent or Community Member
Michelle Ocampo	Parent or Community Member
Harry Randhawa	Parent or Community Member
Hana Um	Parent or Community Member
Dorothea Williams	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.

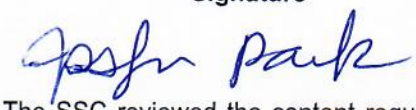
Recommendations and Assurances

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

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 October 26, 2021.

Attested:

Principal, Julie Linnecke on 10/26/2021

SSC Chairperson, Dorothea Williams on 10/26/2021

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.

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.

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.

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 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.

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/guidanceuseseinvestment.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/guidanceuseseinvestment.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/

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