School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name	Emerson Middle School
Address	801 4th Street Bakersfield, Ca. 93304
County-District-School (CDS) Code	15-63321-6008916
Principal	Polo Marquez
District Name	Bakersfield City School District
SPSA Revision Date	May 6, 2021
Schoolsite Council (SSC) Approval Date	May 6, 2021
Local Board Approval Date	June 22, 2021

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

School Vision and Mission

In carrying out the Mission of the Governing Board, the following priorities will be implemented in such a way that adheres to the Bakersfield City School District's Values in relationships with students, parents, colleagues, and stakeholders. The evaluation of the following priorities will be based on a model of continuous improvement that measures progress toward reaching the District's Mission.

Bakersfield City School District Values
The Bakersfield City School District is committed to strong values that guide our daily behavior toward student success. To achieve this success, the Bakersfield City School district board of Education defines how we must work with our students, colleagues, and community through the following core values: **Equity** To ensure students and adults receive impartial treatment and that students have access to educational opportunities according to their unique needs **Integrity** To demonstrate honesty, trustworthiness, and strong moral principles **Caring** To treat others with empathy and genuine concern for their well-being **Collaboration** To work jointly towards common goals through the sharing of our responsibilities, knowledge, and experiences **Personal and Collective Accountability** To honor our obligations and take ownership of our actions and results

Bakersfield City School District Vision
Our vision in Bakersfield City School District is to be the model of educational excellence, equity and innovation.

Bakersfield City School District Mission
Bakersfield City School District's mission is to educate all students at the highest levels of academic excellence to become collaborative, creative, and critical thinkers.

Bakersfield City School District Core Priorities
A Culture of Collective Efficacy We believe in the collective capacity of our staff and the ability of staff at each school to positively affect student achievement. **A Culture of Teaching and Learning** We believe grade level mastery of content standards (Language, Literacy, Mathematics and the Sciences) are critical for college and career readiness. **A Culture of Student Center Schools** We believe in the power of relationships, the importance of teaching self awareness and self management techniques leading to responsible decision making to support the development of the whole child to compete in our global economy. **A Culture of Access and Inclusion to Ensure a Multi-Tiered System of Supports for All Learners** We believe implementing a coherent system is vital to meet the academic, behavioral, and social emotional needs of all students.

School Site Vision
Emerson's vision is to bring about positive change for its students and community through inspiration, innovation, and the nurturing of student learning.

School Site Mission
Our mission at Emerson Middle School is to inspire, innovate, and nurture a learning environment conducive to college and career readiness.

Purpose and Description

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

Schoolwide Program

Comprehensive Support and Improvement

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

Emerson's SPSA has been developed to improve the academic achievement throughout our school so that all students, particularly the lowest-achieving students, demonstrate proficiency on CA's State academic standards. As a CSI school, the SPSA was developed in partnership with site stakeholders including school administration, support staff, teachers, staff members, family and community members, and the BCSD District support team.

The comprehensive needs assessment included an analysis of State and Local data, as well as the SWIFT-FIA self-assessment tool, to identify the strengths and areas of need for schoolwide results, as well as identified student groups not meeting proficiency on CA's State academic standards. The Annual Review of the School Plan (SPSA Evaluation) analyzed State and Local data to determine the effectiveness of goals, actions and expenditures towards increasing the achievement of students. The Annual Review compared planned goals, actions and expenditures with actual goal outcomes, actions and expenditures. An analysis of these results for each goal in each goal area provide next steps and needed revisions for our 2021-2022 SPSA goals, actions and expenditures to meet the identified needs determined from our comprehensive needs assessment. School Plan goals are aligned to BCSD's LCAP goals based on state and local metrics. The SPSA strategies, actions and expenditures are based on the identified student and professional learning needs. The plan includes evidence-based interventions and identifies and addresses any resource inequities through the review of District and school-level budgets. Federal and state funds allocated to the school are developed and coordinated in the School Plan. Goals and actions are monitored throughout the year with the District support team, site Leadership Team, school advisory committees and School Site Council.

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

In partnership with the District support team, the Comprehensive Needs Assessment, Annual Review and SPSA sought input from Emerson stakeholders to develop our SPSA.

Swift FIA:
The school leadership team met several times to discuss the questions and ratings on the Swift FIA. A lot of discussion occurred and the survey was completed based on the majority of the group. Comments were added to ensure everyone's opinion was addressed. The school leadership team met on the following dates: 1/5/20, and 1/19/20.

Comprehensive Needs Assessment:
The comprehensive needs assessment was completed with several stakeholders, including teachers, staff, parents (ELAC, SSC, AAPAC), instructional leadership team, and our school leadership team. We reviewed the data (state and local data) with each group to determine what our student needs are. Meetings were held with each group and

discussion took place addressing all of the possible needs of all of our students, including individual subgroups. This is a list of the dates each group met to complete the needs assessment:
Teachers/Staff: February 3, 2021
ELAC: March 2, 2021
SSC: February 4, 2021
AAPAC: January 5, 2021
Instructional Leadership Team: February 4, 2021, February 9, 2021
School Leadership Team: January 5, 2021 and January 19, 2021

Annual Review:
The annual review was reviewed and discussed during meetings that are noted below:
ELAC: April 8, 2021
SSC: April 8, 2021
AAPAC: April 8, 2021
Instructional Leadership Team: February 2, 2021
School Leadership Team: February 2, 2021

SPSA 2021-2022
The SPSA was created/developed, reviewed, and edited by meeting with all stakeholders including teachers, staff, parents (ELAC, SSC, AAPAC), instructional leadership team, and our school leadership team. Meetings were held with each group and discussion took place addressing our plans for next school year, based on the Swift FIA, Comprehensive Needs Assessment, and Annual Review. The plan was developed with all of this information leading our decisions including discussions with all stakeholders.
SPSA development meeting dates below:
Instructional Leadership Team: April 6, 2021
SSC: April 8, 2021, May 6, 2021
ELAC: April 8, 2021
AAPAC: April 8, 2021

Resource Inequities

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

Emerson Middle School is struggling with retaining teaching staff. A large majority of our teaching staff are new and inexperienced teachers. Some of the retention problems are caused by credentialing issues as well as having a small amount of qualified applicants. These teachers need additional support in learning effective instructional strategies, classroom management, and lesson development.

School and Student Performance Data

2020-21 STAR Data

<table>
<tr><td colspan="2" align="center">Grade Level
Grade Equivalent - Instructional Reading Level - Percentile Ranking - Scale Score
Reporting Periods 1, 2, 3, and 4</td></tr>
</table>

	STAR Early Literacy				
	Scale Score				Change
	RP1	RP2	RP3	RP4	

	STAR Reading															
	Grade Equivalent					Instructional Reading Level					Percentile Ranking					SGP
	RP1	RP2	RP3	RP4	Change	RP1	RP2	RP3	RP4	Change	RP1	RP2	RP3	RP4	Change	Fall-Winter
Grade 6	4.5	4.3	4.6	0	0.1	3.7	3.5	3.9	0	0.2	18	14	15	0	-3	37
Grade 7	4.8	4.7	5	0	0.2	4.2	4	4.2	0	0	15	13	14	0	-1	38
Grade 8	5.2	5.3	5.4	0	0.2	4.4	4.4	4.5	0	0.1	13	12	12	0	-1	40
Mean	4.9	4.8	5.1	0	0.2	4.1	4	4.2	0	0.1	15	13	14	0	-1	38

| | STAR Math | | | | | | | | | | | | | | SGP |
| | Grade Equivalent | | | | | Scale Score | | | | | Percentile Ranking | | | | | |
	RP1	RP2	RP3	RP4	Change	RP1	RP2	RP3	RP4	Change	RP1	RP2	RP3	RP4	Change	Fall-Winter
Grade 6	4.7	5.2	5.2	0	0.5	622	646	646	0	24	20	22	19	0	-1	40
Grade 7	5.2	5.5	5.6	0	0.4	652	664	660	0	8	18	19	17	0	-1	39
Grade 8	5.8	6.2	6.5	0	0.7	677	694	698	0	21	18	20	20	0	2	41
Mean	5.3	5.7	5.9	0	0.6	655	672	672	0	17	19	20	19	0	0	40

STAR Early Literacy				
Scale Score				Change
RP1	RP2	RP3	RP4	

	STAR Reading															
	Grade Equivalent					Instructional Reading Level					Percentile Ranking					SGP
	RP1	RP2	RP3	RP4	Change	RP1	RP2	RP3	RP4	Change	RP1	RP2	RP3	RP4	Change	Fall-Winter
Black/AA	4.6	4.6	4.6	0	0	3.8	3.9	3.9	0	0.1	12	10	10	0	-2	38
Hispanic	5	4.8	5.1	0	0.1	4.2	4	4.3	0	0.1	16	13	14	0	-2	38
White	5	5.1	5.5	0	0.5	4.4	4.2	4.4	0	0	15	13	18	0	3	40
English Learner	4.4	4.2	4.4	0	0	3.8	3.6	3.7	0	-0.1	10	9	9	0	-1	37
Special Ed	3.6	3.4	3.5	0	-0.1	3	2.8	2.9	0	-0.1	5	4	4	0	-1	35

	STAR Math															
	Grade Equivalent					Scale Score					Percentile Ranking					SGP
	RP1	RP2	RP3	RP4	Change	RP1	RP2	RP3	RP4	Change	RP1	RP2	RP3	RP4	Change	Fall-Winter
Black/AA	4.7	5.1	5.3	0	0.6	620	639	641	0	21	12	13	13	0	1	41
Hispanic	5.4	5.8	6	0	0.6	663	678	679	0	16	20	21	20	0	0	39
White	5.5	6	6.3	0	0.8	656	683	691	0	35	18	22	21	0	3	50
English Learner	4.9	5.2	5.3	0	0.4	637	650	648	0	11	16	16	14	0	-2	38
Special Ed	3.9	3.9	4	0	0.1	568	570	577	0	9	6	5	5	0	-1	29

Goals, Strategies, & Proposed Expenditures

Goal 1 English Language Arts
SMART: Specific, Measurable, Achievable, Realistic, Time-Bound

1A. State Metric: By spring 2022, all students will grow +3 points (or higher) toward standard in reading and comprehension as measured by the SBAC
1B. Local Metric: By spring 2022, all students in grades 6-8 will grow to a 50% in Student Growth Percentile as measured by the STAR reading assessment.

Basis for Goal
Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by school or district to measure pupil achievement

Local Data: Schoolwide, student groups (EL's, SWD, AA, Hispanic, etc.)
STAR Reading Student Growth Percentile 2020-2021 (Reporting Period 1 - Reporting Period 3

All students	38
6th Grade	37
7th Grade	38
8th Grade	40
Black/AA	38
Hispanic	38
White	40
English Learner	37
Special Ed	35

SGP: 1%-34% = low, 35%-64% = typical, 65% + = high

Comprehensive Needs Assessment Summary
Our Comprehensive Needs Assessment (CNA) was conducted by meeting with several groups and reviewing the most current data to determine student needs. This data included state and local metrics, and our annual review, to determine what was effective during the previous year's instruction. The groups that contributed to our CNA included parents, staff, community members, and teachers. All stakeholders were welcome to attend any of our meetings to address student needs. Our School Site Council, English Learner Advisory Committee, African American Advisory Committee, Teachers, and All Parents/community members had the opportunity to review the most recent data available and advise on the student needs. Meetings were conducted via Zoom due to Covid-19 distance learning regulations. Once all stakeholders were able to contribute, all findings were married into a single document titled Emerson Comprehensive Needs Assessment.

Identified Need
Based on Star Reading Data, our students are struggling to meet grade level achievement in reading and our students need to have instruction that will assist them in developing their reading skills in order to access and comprehend grade level texts.
Based on Star Reading Data, we need to provide intervention in reading and additional instructional time for students outside of the normal instructional day including before/after school, and on weekends.
Based on Comprehensive Needs Assessment Data, it is essential to work with teachers and ensure they are skilled in the intervention strategies that need to be provided in Reading, Writing, and Comprehension to support our students growth in their literacy abilities.

Identified Needs:

Data analysis to identify student needs.
Reading Intervention
Instructional materials will need to be purchased to provide the intervention, tutoring, and extended learning services for all students.
LLI-leveled readers to support guided reading, intervention, and individual students reading needs.
Extended Learning time- Cert. Extra time for Academic intervention.This staffing is needed for teachers, support staff, office staff, instructional staff, and administration.
Field trips are necessary to give students real life experiences to assist with the comprehension of their learning.
The instructional materials are items such as but not limited to books, curriculum, school supplies, computers, printers, computer programs, and instructional materials.
Additional planning time is also necessary for teachers and support staff to collaborate, plan and prepare the appropriate intervention.
Professional Development on intervention in reading, writing and comprehension

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome		Expected Outcome
STAR Reading SGP	All students	38	SGP 50 or higher in all areas
	6th Grade	37	
	7th Grade	38	
	8th Grade	40	
	Black/AA	38	
	Hispanic	38	
	White	40	
	English Learner	37	
	Special Ed	35	

Planned Strategies/Activities

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
Applicable during: Virtual and In-Person Learning

Tier I Core & Universal Access
Good First Instruction
To achieve mastery of CCSS standards, all teachers will design lessons to include Good First Instruction using the following elements:
a. Teachers will follow the lesson format of Gradual Release of Responsibility
b. Success criteria and learning intentions will be stated/posted

c. Design Common Formative Assessments, and use them to guide instruction and learning intentions
Develop Common Formative Assessments in each subject area to focus on essential standards and student mastery. Design focus lessons that allow all students to access and master CCSS standards by incorporating opportunities for reading, writing, listening, and speaking. Ongoing data analysis is essential as students make progress in their literacy goals
Additional planning time for teachers will be provided to ensure lessons meet the above criteria.
Students will be able to state what they are learning and why they are learning it.
Design lessons that include collaborative conversations, using thinking maps and sentence frames when appropriate.
Teachers will attend conferences to further their learning on effective teaching strategies and programs for student instruction and academic success. Some of the conferences will include Thinking Maps, Write From the Beginning, ELD Conferences, Reading conferences, Academic Conversations, Vocabulary Development, Common Formative Assessments, and any conference that is available that will incorporate the learning intentions of our professional development plan.
The effectiveness of Good First Instruction will be monitored through classroom visits, coaching, and student growth on SBAC, and local assessments.

To improve student writing, the use of "Write From the Beginning and Beyond" by Thinking Maps will be utilized in classrooms to assist students in their writing ability development. In an effort to increase student writing abilities, quick writes, evidence based structured responses, modeled writing, shared, writing and independent writing will be utilized. Student writing samples will reflect the instruction in these areas in ELA and content area classes and will be monitored for student growth. Training in these areas will be provided to ELA and content area staff to ensure clarity of expectations and teacher development of instructional strategies to support this focus.

ELA Achievement:
In an effort to increase reading comprehension so students can access grade level texts, all students will be expected to meet their quarterly Accelerated Reader (AR) goals. Teachers and students will use AR to ensure students are reading at their lexile levels or zones of proximate development. Incentives, rewards, and prizes will be earned by students who meet these goals throughout the school year.
ELA classes will have students maintain their own ELA monitoring folders by adding CFA, Formative Assessment results, AR growth, and SBAC results from previous years

Universal Access
Teachers will utilize the Universal Design for Learning (UDL) principles during planning to provide differentiated lessons to meet the needs of all students.   This time utilizes small group instruction, peer coaching, 1-1 support and other strategies as needed. Students will work in small groups with their teacher during this time and reading skills will be addressed. The effectiveness of UA is monitored by the growth in student reading levels as monitored by STAR reading and Achieve 3000 assessments.

Achieve 3000
Students will have access to lessons assigned to them through Achieve 3000 to ensure they develop reading skills throughout the school year. All subject areas will be able to use the program, but ELA classes will ensure that lessons are routinely assigned weekly so students will develop reading skills throughout the year. ELA teachers will provide time for students to complete their Achieve lessons during Universal Access.

Common Formative Assessments
ELA teachers and content area teachers will create a common formative assessment (CFA) minimally, 1 standard per unit that students will pass with 75% or higher for mastery.

Balanced Literacy
Balanced Literacy approach will be utilized in all ELA classrooms and in all content area classrooms. Read alouds, shared reading, guided reading, independent reading, and paired texts will be utilized in ELA classrooms and content area classrooms. Evidence of this approach will be visible during classroom visits and coaching. Training and/or coaching in these areas will be provided to ELA staff and content area staff

to ensure clarity of expectations. All components of balanced literacy will be provided in ELA classes, and content area classes. Guided reading will be provided for all students. All students will receive guided reading to assist each student in their reading abilities. Reading comprehension strategies will be provided across all of the content areas, based on structured content.

Instructional Support
Instructional support will be provided through instructional coaching and support to ensure that the elements of good first instruction, balanced literacy, student writing strategies, universal access, clear learning intentions and success criteria, defined purpose for instruction, and achieve 3000 is being utilized. Instructional support will also be provided by academic coaches and the academic program leader.

PLC
Teachers will meet in their PLC teams at least bi-weekly, preferably weekly to collaborate in lesson development, data analysis, and receive department specific professional development. Bi-weekly meetings will only be for teachers who teach two subjects. Weekly meetings required for all single subject teachers.

Lead Teachers
Lead teachers for each department will be provided to guide the collaboration. Lead teachers will also be part of the leadership team on campus. Additional time will be provided for leadership team to meet and focus on instruction with the leadership team and their departments.

Technology
Technology will be utilized to ensure that teachers and students are using technology to assist students in learning. Programs, academic websites, educational platforms, etc. will be used to ensure lessons are exposing our students to technology as they are learning.

Electives
Students will be provided electives that will enhance their learning in the areas of literacy, writing, creativity, steam, and other skills. These electives will also serve the purpose of providing motivation for students to attend school and participate in the school culture by giving the students something exciting to look forward to at school on a daily basis. These electives will be provided during the instructional day, after school, and during recesses. The goal will be to use student interest to guide student learning. Materials needed for these electives will be provided to supply students with the necessary materials to complete the learning in each elective.

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 English Learner Students

Strategy/Activity
Applicable during: Virtual and In-Person Learning

Tier I- Integrated Language
Teachers will provide the necessary SDAIE strategies and scaffolding for all English learners. They will also be provided training and support in the use of the ELL toolkit and Thinking Maps for ELL's (including Path to

Proficiency for ELL's). Content will be broken down and explained in detail to ensure that students understand what is being asked of them. Ellevation will be used as a resource to monitor and support EL students in English Language Arts and content area instruction.

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)

Tier II/III Students

Strategy/Activity
Applicable during: Virtual and In-Person Learning

Tier II /III
Struggling students who are not reaching their academic growth goals will be referred to the MTSS team. This team will determine what the individual student needs to excel in academics. Any extra resources or materials needed to meet these student needs, as determined by the MTSS team will be provided to ensure student academic growth. Teachers will implement the MTSS goals in their classrooms, to assist the students in reaching their goals.

Reading for EL's
ELD students will have their reading intervention needs met in the ELD class as part of their ELD curriculum. It will include the balanced literacy components and integrated ELD in all content areas.
Materials, books, and supplies will be provided to ensure the curriculum is motivating and interesting for students. Incentives also will be used to promote student success.
Balanced Literacy Continuum will be utilized in the ELD classes to support students in their academic growth in reading.

Intervention
English Language Arts Classes
6th grade students will be supported by using the Fountas and Pinnell LLI Intervention program (ESSA Rating Strong; +0.3 average effect size) is a one-to-three small group tutoring model taught by reading teachers to struggling readers. Sessions are 1 full period each day. The content focuses on oral language, phonics, fluency, vocabulary, and comprehension. Lessons alternate between "independent level" texts and more challenging "instructional level" tests, which students may also take to their other classes and home. It will be monitored through STAR assessments.

Materials, supplies, professional development, and programs will be provided to ensure supplemental resources are available to provide the needed supports for these students who lack literacy skills.
Materials to provide reading intervention will be provided. These materials will be, but not limited to LLI, intervention programs, reading materials, books for classroom intervention and reading classes, additional library books, duplicating reading and learning materials, learning tools, and any instructional materials that will support reading intervention.

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

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Special Education Students

Strategy/Activity
Applicable during: Virtual and In-Person Learning

Special Education
Special education program incorporates CCSS along with the necessary accommodations to meet student needs. Once per week, special education teachers plan with their regular education counterparts and adjust lessons by including additional modeling and scaffolding into their instruction.
Students who fall under the moderate category in special education will attend classes based on the inclusion model. They are in a mainstream classroom, with their IEP goals being addressed with their special education teacher or special education aides, without having to be removed from the classroom. Small group and individual instruction is provided in their classrooms.
Severe special day class: this is a self-contained class that focuses on functional academics that include reading, math science, and functional living skills that assist students with the goal of functioning independently.
All special education classes have instructional aides that assist with the differentiation needs of each program.
When available, special education teachers and general education teachers will attend training in co-teaching strategies to support student learning.

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

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity
Applicable during: Virtual and In-Person Learning

Enrichment Learning Opportunities
(STEAM, electives, field trips, assemblies, after school tutoring, clubs, etc.)
Extended learning opportunities will be provided as enrichment for all students in an effort to increase student achievement and engagement such as but not limited to: STEAM, electives, field trips, assemblies, after school tutoring, Saturday school, clubs, spelling bee, math bowl, color guard, oral language festival, academic pentathlon, project lead the way activities/trips, and assemblies.

Emerson will provide extended learning opportunities through field trips for all students. Field Trips will include, but are not limited to The California Science Center, The Museum of Tolerance, The La Brea Tar Pits, and special trips for special programs and clubs. Transportation will be provided for field trips. This action will be dependent on the ratings and regulations of the Covid-19 pandemic, and trip availability.

Emerson will provide intervention and enrichment Extended Learning Time (ELT) for any students through Literature Circles, Battle of the Books, tutoring, Saturday school, and clubs.

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)
10000	0043 5000-5999 Services/ operating expenditures (Do not include PD Costs for 5200, 5800) Field Trips: registration & transportation

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity
Applicable during: Virtual and In-Person Learning

Supplemental Resources /Support provided for students and teachers to use in classrooms, instructional settings, and for other identified areas. (i.e. supplies, equipment, duplicating)
A Specially Funded Clerk (SFC) will provide support for teachers and families by maintaining the IMC. This includes ordering supplies, maintaining equipment, copying fliers, organizing conferences and assemblies. The SFC will maintain inventories and all records of requisitions, expenditure tracker, School Site Council, ELAC, AAPAC, ASB, and professional development, parent communication, and federal program monitoring. An IMC will be maintained to support classroom instruction and school-wide activities. The IMC will include laminators, duplicators, poster makers, cut out makers, and other supplies such as lamination, pens, pencils, journals/composition books, copy paper, folders, dry erase markers, homework folders, binders, highlighters, sheet protectors, post-its, white boards, pencil boxes, chart paper, card stock, and materials to support and extend learning. Supplies will be purchased for the instructional materials center to support instruction in the classroom such as updates for poster makers, laminators, copiers, copy supplies (ink and paper), duplo machines.

Supplemental resources will be purchased for the classrooms to support instruction such as but not limited to: Intervention Materials, library books, classroom printers, technology licenses, contract maintenance, maintenance lease and repair contracts, books for Battle of the Books, Composition books to be used during small group instruction, testing materials, Scholastic Short reads to be used during Guided Reading, Student books and magazines, additional books for the library, gardening materials for students, animals to be used for dissection, duplicating, and poster paper to be used for student created anchor charts and student presentations and any supplies and/or furniture needed to provide materials for the Instructional Materials Center, to provide any needed materials for supplemental instructional resources in the teacher workroom.

Duplication provided to support all subjects and classrooms, as well as parent notifications.

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)

9,156	0043 4000-4999 Books/Supplies/Equipment Supplies: Materials provided for teachers (in the IMC or in the classrooms) to support electives, intervention programs, tutoring, after school intervention, etc.
2,000	0043 2000-2999 Classified Salaries Extra Time (SFC) - to support school wide events, instructional preparation, and additional clerical responsibilities
2,000	0043 4000-4999 Books/Supplies/Equipment Equipment: Classroom Printers
2,000	0043 5000-5999 Services/ operating expenditures (Do not include PD Costs for 5200, 5800) Duplicating

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity
Applicable during: Virtual and In-Person Learning

Contracted Maintenance Contracted maintenance for copiers and duplicators in the IMC will be provided to ensure these machines are in good working order for use by teachers and support staff to provide necessary materials for instruction. This maintenance includes repairs to the equipment, as well as toner and consumable products to keep the machine running correctly.

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)
6,364	0043 5000-5999 Services/ operating expenditures (Do not include PD Costs for 5200, 5800) Rentals/Leases/Repairs

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity
Applicable during: Virtual and In-Person Learning

Comprehensive Support and Improvement to improve student outcomes the following evidence based strategies will be implemented:

Writing Intervention
Write from the Beginning and Beyond (Thinking Maps) will be used to provide intervention to support student development in writing. Students will develop skills to express their thoughts and ideas in writing, assisting with their abilities to write. Training for teachers and support staff will be provided to ensure successful implementation of Write from the Beginning and Beyond, including the purchase of supplies and materials and the attendance at necessary conferences and extra time to fully implement the program.

Reading Intervention
The two evidence based strategies will be used to address reading intervention are Balanced Literacy and Achieve 3000.   Intervention during our ELA Classes-6th grade students will be supported by using the Fountas and Pinnell LLI Intervention program (ESSA Rating Strong; +0.3 average effect size) is a one-to-three small group tutoring model. The content focuses on oral language, phonics, fluency, vocabulary, and comprehension. Lessons alternate between "independent level" texts and more challenging "instructional level" tests, which students may also take to their other classes and home. It will be monitored through STAR assessments.
Evidence of effectiveness will be monitored through Achieve 3000.   Whole class instruction with Achieve 3000 will occur daily, and then small groups will be pulled each day to implement balanced literacy and small group intervention strategies.

Achieve3000 (ESSA Rating Strong; +0.29 average effect size) is a digital, supplemental literacy programs that includes differentiated content to build student fluency, vocabulary, comprehension, and writing across content areas. The student instructional routine is designed to build key literacy capacities and college and career level critical thinking skills.

Math intervention
The evidence based strategies that will be used to address math intervention is Thinking Maps, number talks, mathematical mindsets by Jo Bolar, and UDL (Universal Design for Learning) with CRA Evidence of effectiveness will be monitored through pre and post tests in STAR Math.

Lesson Studies
Lesson studies will be part of the professional development plan. Teachers will be able to attend training that allows them to practice lessons and strategies while observing each other. They will be able to model lessons and strategies for each other so they can gain valuable experience deconstructing instruction and instructional strategies used by their peers. Substitutes to release teachers to observe others in their departments will be provided to allow the release time for this purpose.

Return to School Professional Development
Two full days of professional development will be provided before school starts for all teachers and support staff. These two days will be full days of training, to support the following areas: Balanced Literacy, Thinking Maps, SEL, Intervention, Instructional Strategies, learning intentions, success criteria, academic vocabulary, math tasks, math conceptual understanding, procedural knowledge, CFA's, fluency and classroom management.

(See professional development section for funding breakdowns)

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)
10000	3182 4000-4999 Books/Supplies/Equipment Books other than Text

Goals, Strategies, & Proposed Expenditures

Goal 2 Language Supports

SMART: Specific, Measurable, Achievable, Realistic, Time-Bound

By spring 2022, at least 3% growth of English Learners will demonstrate adequate progress towards English proficiency as measured through ELPAC and reported on ELPI.
Adequate progress is defined as one level of growth or maintaining a level of 4 on ELPI.

Basis for Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by school or district to measure pupil achievement

Local Data

ELPAC- Summative/Overall Language
2019-2020 ELPAC

Level 4 - 14%
Level 3 - 41%
Level 2 - 23%
Level 1 - 22%

138 Total Tested Students

ELPAC Proficiency
13.7%

EL STAR Reading Assessments (Trimester 2, 2020-2021 School Year)

6th Grade: Below 25th percentile = 76%, 25th-49th percentile = 18%, 50th-74th percentile = 4%, 75th and above = 2%
7th Grade: Below 25th percentile = 75%, 25th-49th percentile = 22%, 50th-74th percentile = 4%, 75th and above = 0%
8th Grade: Below 25th percentile = 92%, 25th-49th percentile = 5%, 50th-74th percentile = 3%, 75th and above = 0%

Comprehensive Needs Assessment Summary

Our Comprehensive Needs Assessment (CNA) was conducted by meeting with several groups and reviewing the most current data to determine student needs. This data included state and local metrics, and our annual review, to determine what was effective during the previous year's instruction. The groups that contributed to our CNA included parents, staff, community members, and teachers. All stakeholders were welcome to attend any of our meetings to address student needs. Our School Site Council, English Learner Advisory Committee, African American Advisory Committee, Teachers, and All Parents/community members had the opportunity to review the most recent data available and advise on the student needs. Meetings were conducted via Zoom due to Covid-19 distance learning regulations. Once all stakeholders were able to contribute, all findings were married into a single document titled Emerson Comprehensive Needs Assessment.

Identified Need

Based on ELPAC Data, our English learner students need intervention in the areas of reading and writing so they can develop skills in order to access and comprehend grade level texts.

Based on ELPAC Data, our English learner students need extra time to work with teachers to focus on their struggles in reading and writing in English. Tutoring and intervention is necessary to bring them up to grade level.

Based on ELPAC Data, Our English learner students need to be monitored closely throughout the year on their progress in their development of the English language in all four domains. This would help teachers to provide the appropriate interventions throughout the school year when students are developing skills.

Identified Needs:
Instructional materials purchased for intervention, tutoring, and extended learning
Additional instructional time for students outside of normal school hours
Staffing for tutoring/intervention
Professional development for teachers and support staff to learn instructional strategies to support our English learner students
Data analysis of most current assessments (CFA's) on a regular basis

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	56.8% making progress towards English language proficiency	+3 points, 59.8% making progress towards English language proficiency
SBAC ELA for English Learners	96.4 points below standard	+3 points; 93.4 points below standard
SBAC Math for English Learners	167.3 points below standard	+3 points; 164.3 points below standard
STAR Reading overall for English Learners	Below 25th percentile = 81%, 25th-49th percentile = 14%, 50th-74th percentile = 4%, 75th and above = 0%	+3 percentiles in each category, except Below 25th percentile
STAR Math overall for English Learners	Below 25th percentile = 64%, 25th-49th percentile = 21%, 50th-74th percentile = 12%, 75th and above = 3%	+3 percentiles in each category, except Below 25th percentile

Planned Strategies/Activities

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All English Learner Students

Strategy/Activity
Applicable during: Virtual and In-Person Learning

Designated and Integrated English Language Development- Emerging
All ELL teachers, including special education will utilize the program English 3D to increase ELL achievement. All ELL teachers will also use Thinking Maps Path to Proficiency for English Language Learners to increase ELL achievement. All content area teachers will utilize SDAIE strategies to increase ELD achievement.

Resources such as but not limited to EL Toolkit, Rosetta Stone, Thinking Maps Path to Proficiency, or Ellevation will be utilized in the classrooms to assist students in learning the English language. All teachers will provide the necessary SDAIE strategies and scaffolding for all English learners. Content will be broken down and explained in detail to ensure that students understand what is being asked of them. Ellevation will be used as a resource to monitor and support EL students in English Language Arts instruction.

ELL teachers will attend the necessary training to implement these strategies. Thinking Maps, Write from the Beginning and Beyond, English 3D, EL Framework, and Kate Kinsella are trainings that ELD teachers will attend so they will have the ability to implement effective strategies in their ELD instruction.

EL Progress will be monitored by ELPAC scores, pre and post assessments in STAR reading, and formative assessments. EL teachers and content area teachers will incorporate Common Formative Assessments at least monthly to determine student writing abilities and their growth in the production of the English language. Student progress will be monitored in a google form so all can see the progress of our EL students.

During Designated ELD:
All English Learner students will receive balanced literacy, thinking maps path to proficiency, EL toolkit, and English 3D, in their ELD class and writing instruction using Write From the Beginning and Beyond as part of their ELD time. This small group reading and writing instruction for EL students will assist them with passing the reading and writing domains on the ELPAC.

Achieve 3000 will be utilized in English Language Development classes to assist students in their reading, writing, and vocabulary development. Students will be monitored by utilizing the student growth reports in Achieve 3000.

During Integrated EL Support:
Scaffolding will be provided to support our Emerging students during classes. Strategies such as using sentence frames, realia, repeat after me, dynamic anchor charts, etc. will be utilized to assist in the support of these students during class. Extra time will be allowed for students to process instructions, content, and assignments.

Designated and Integrated English Language Development- Expanding
During Designated ELD:
Students will be provided intervention in the areas of reading and writing in English. Thinking Maps Write from the Beginning and Beyond will be utilized to focus on student writing abilities in English. Reading intervention will be provided as well, utilizing Achieve 3000 and LLI to assist students in their reading achievement. Resources will also be provided from Thinking Maps Path to Proficiency, EL Toolkit, and English 3D. Small group instruction will be provided to work on these skills routinely.

EL Progress will be monitored by ELPAC scores, pre and post assessments in STAR reading, and formative assessments. EL teachers and content area teachers will incorporate Common Formative Assessments at least monthly to determine student writing abilities and their growth in the production of the English language. Student progress will be monitored in a google form so all can see the progress of our EL students.

During Integrated EL Support:
Scaffolding will be provided to support our Emerging students during classes. Strategies such as using sentence frames, realia, repeat after me, dynamic anchor charts, etc. will be utilized to assist in the support of these students during class. Extra time will be allowed for students to process instructions, content, and assignments. Assistance with reading and writing skills will be provided as needed to fulfill content area expectations.

Designated and Integrated English Language Development- Bridging
During Designated ELD:
Students will be provided intervention in the areas of reading and writing in English. Thinking Maps Write from the Beginning and Beyond will be utilized to focus on student writing abilities in English. Reading intervention will be provided as well, utilizing Achieve 3000 and LLI to assist students in their reading achievement. Resources will also be provided from Thinking Maps Path to Proficiency, EL Toolkit, and English 3DSmall group instruction will be provided to work on these skills routinely.

EL Progress will be monitored by ELPAC scores, pre and post assessments in STAR reading, and formative assessments. EL teachers and content area teachers will incorporate Common Formative Assessments at least monthly to determine student writing abilities and their growth in the production of the English language. Student progress will be monitored in a google form so all can see the progress of our EL students.

During Integrated EL Support:
Scaffolding will be provided to support our Emerging students during classes. Strategies such as using sentence frames, realia, repeat after me, dynamic anchor charts, etc. will be utilized to assist in the support of these students during class. Extra time will be allowed for students to process instructions, content, and assignments. Assistance with reading and writing skills will be provided as needed to fulfill content area expectations.

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 LTEL students

Strategy/Activity
Applicable during: Virtual and In-Person Learning

LTEL Needs, Services, and Support
All LTEL students will be given instruction during their ELD class that will address their struggles in the areas of reading and writing. Low reading and writing abilities causes our LTEL students to struggle to pass the ELPAC. Focused instruction in these areas will assist them in making growth towards reclassification. Students will still be provided with scaffolding as needed to ensure they are making progress. Supports provided for these students will include but not limited to Thinking Maps, sentence frames, anchor charts, balanced literacy, small group instruction, tutoring, and realia.

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 Newcomer/Immigrant Students

Strategy/Activity
Applicable during: Virtual and In-Person Learning

Newcomer Needs, Services, and Support
All ELL teachers, will utilize the program Scholastic 3D to increase ELL achievement. All content area teachers will utilize SDAIE strategies to increase ELD achievement.
In order to meet the needs of our ELL students, we will level our students (ELPAC level 1 and 2)(ELPAC level 3 and 4). English 3D will be utilized with all ELD students to meet the reading domain of ELPAC

Immigrant Needs, Services and Support
BIS will support students when they are new to Emerson. They will ensure that they are comfortable with the campus, have students assigned to assist them throughout the day, and provide any necessary SEL support throughout the instructional day. FACE department will reach out to families to provide any needed support that the FACE department can provide.

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

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All English Learner students

Strategy/Activity
Applicable during: Virtual and In-Person Learning

RFEP Monitoring &Support
ELA teachers will meet in their weekly PLC meetings to plan according to the needs of our students who have been reclassified. Careful monitoring of their progress will be made and recorded in Ellevation. Interventions will be provided on an as needed basis, when students begin to struggle in any subject area.

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 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Special Education English Learner Students

Strategy/Activity
Applicable during: Virtual and In-Person Learning

English Learners in Special Education
All special education EL students will receive instruction to support the IEP goals and scaffolding to support the student in their language development. Teachers who have special education students in their classrooms will provide any necessary modifications, scaffolding, extra help, etc. as included in the student IEPs. Teachers will meet in their department teams to plan for the needs of our special education EL students to ensure that the student needs are met.

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 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All EL Students

Strategy/Activity
Applicable during: Virtual and In-Person Learning

PLC/grade level team current practice to review, discuss and plan for EL, LTELS, & RFEP student progress monitoring
ELD and content area teachers will meet in their weekly PLC meetings to plan according to the needs of our students who are EL's, LTELs, and RFEP. Careful monitoring of their progress will be made and recorded in Ellevation. Interventions will be provided on an as needed basis, as students are identified through the monitoring process.
Regular subject area teachers will plan during PLC to incorporate strategies to support our students who are EL's, LTELs, and RFEP. These strategies include but are not limited to SDAIE strategies, EL toolkit, sentence frames, and anchor charts.

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

Goal 3 Mathematics
SMART: Specific, Measurable, Achievable, Realistic, Time-Bound

3A. State Metric: By Spring 2022, All students will grow in grade level mathematical tasks as they interact with grade level math concepts by +3 points (or higher) toward standard in math as measured by the SBAC.
3B. Local Metric: By spring 2022, all students in grades 6-8 will grow 50% in Student Growth Percentile as measured by the STAR Math assessment.

Basis for Goal
Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by school or district to measure pupil achievement

Local Data
STAR Math Student Growth Percentile 2020-2021 (Reporting Period 1 - Reporting Period 3)
All students   40
6th Grade   40
7th Grade   39
8th Grade   41

Black/AA   41
Hispanic   39
White   50
English Learner   38
Special Ed   29
SGP: 1%-34% = low, 35%-64% = typical, 65% + = high

Comprehensive Needs Assessment Summary
Our Comprehensive Needs Assessment (CNA) was conducted by meeting with several groups and reviewing the most current data to determine student needs. This data included state and local metrics, and our annual review, to determine what was effective during the previous year's instruction. The groups that contributed to our CNA included parents, staff, community members, and teachers. All stakeholders were welcome to attend any of our meetings to address student needs. Our School Site Council, English Learner Advisory Committee, African American Advisory Committee, Teachers, and All Parents/community members had the opportunity to review the most recent data available and advise on the student needs. Meetings were conducted via Zoom due to Covid-19 distance learning regulations. Once all stakeholders were able to contribute, all findings were married into a single document titled Emerson Comprehensive Needs Assessment.

Identified Need
Based on Star Math Data, all students need support in developing strong foundational skills in Math.
Based on Star Math Data, students who are struggling in Math need intervention during the instructional day and additional learning time outside of the instructional day to allow students to develop strong Math skills that will assist them in meeting the rigor of the California Math standards.
Based on Star Math Data, all students need access to math tasks, tools, and manipulatives to assist them in developing the conceptual, procedural, and application - based understanding of key mathematics concepts.

Identified Needs:
Intervention for students who are struggling in Math skills

Instructional materials to provide intervention, tutoring, and extended learning
Staffing to provide intervention and additional instructional time outside or normal school hours
Professional development for teachers and school staff that will help them develop teaching/learning strategies to support student learning
Common Formative Assessments to monitor student achievement closely throughout the year and provide appropriate intervention based on student need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC-All Students	144.5 points below standard	+3 points; 141.5 points below standard
SBAC- African American	157.6 points below standard	+3 points; 154.6 points below standard
SBAC- English Learners	167.3 points below standard	+3 points; 164.3 points below standard
SBAC- Hispanic	143.9 points below standard	+3 points; 140.9 points below standard
SBAC-Socioeconomically Disadvantaged	145.7 points below standard	+3 points; 142.7 points below standard
SBAC-Students with Disabilities	185.7 points below standard	+3 points; 182.7 points below standard
SBAC- White	114.2 points below standard	+3 points; 111.2 points below standard
STAR Math SGP	All students 40 6th Grade 40 7th Grade 39 8th Grade 41 Black/AA 41 Hispanic 39 White 50 English Learner 38 Special Ed 29	SGP 50 or higher

Planned Strategies/Activities

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
Applicable during: Virtual and In-Person Learning

Tier I – Core & Universal Access
To achieve mastery of Common Core State Standards, all teachers will design lessons to include first good instruction using the following elements:
a. Teachers will follow the lesson format of Gradual Release of Responsibility
b. Success criteria and learning intentions will be stated/posted
c. The use of common formative assessments to guide instruction and learning intentions

Math Achievement
Students will be able to state what they are learning and why they are learning it. Students will be able to apply Mathematical reasoning to real world experiences through project based learning using the CCSS. Teachers will incorporate thinking maps, collaborative conversations, math tasks, mathematical mindset, and the eight mathematical practices in their daily lessons. They will also emphasize solving real world problems in their daily instruction.

Common Formative Assessments
Math teachers will create a common formative assessment (CFA) on, minimally, 1 standard per unit that students will pass with 80% or higher for mastery.

Extended Learning Opportunities
Additional curriculum that targets our students academic needs and is easy for new teachers to understand will be provided to assist with student learning, including but not limited to Next Generation Math, Thinking Maps Math Concepts and training, project based learning utilizing a garden to reinforce mathematical concepts learned in the traditional classroom. STEAM activities will be provided for students in the Math classes. Materials and resources needed for these activities will be provided, based on student, class, or activity need.

Instructional Support/Coaching/Collaboration
PLC collaboration time will be provided so teachers will plan their units collaboratively.
A Math Academic Coach will be provided to work with teachers on their math instruction and strategies for student engagement. The coach will provide support to teachers in the areas of instruction, intervention planning, small group assistance, and working with students and teachers.

Intervention and Supplemental Programs
Next Generation Math and Freckle will be utilized to provide supplemental Math practice and concepts to assist students in their learning of Math.
Teachers will continue to participate in lesson studies to work towards the improvement of Math instruction. These lesson studies will be with each other and also in collaboration with other schools/campuses.

Student Monitoring
The monitoring of student progress in Math, will be done in several ways. STAR Math assessments will be given periodically throughout the year to determine student growth and need. Formative assessments, interim assessments, and Smarter Balanced Practice Tests will be utilized to determine student growth and instructional need throughout the school year.

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

Amount(s)   Source(s)

Strategy/Activity 2

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

All English Learner Students

Strategy/Activity
Applicable during: Virtual and In-Person Learning

Tier 1- Integrated ELD
Teachers will provide the necessary SDAIE strategies and scaffolding for all English learners. Problems will be broken down and explained in detail to ensure that students understand what is being asked of them. Ellevation may be used as a resource to support EL students in Mathematics instruction.

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
Applicable during: Virtual and In-Person Learning

Tier II/ III
Intervention
The school will create targeted groups of students to focus instruction on. These groups will compose of students who are below grade level in their Math skills. They will also include students who are lacking the foundational Math skills needed to access grade level CCSS. These students will be provided small group instruction within their Math classes on an as needed basis.
Students will be referred to the MTSS team as needed for Math skills. These students will be provided scaffolding in their regular classrooms, participate in collaborative work in their classrooms, and anything else identified as a need on the MTSS will be supported. Teachers will collaborate with an academic coach to work towards providing good first instruction and intervention for students.

Additional materials will be purchased to support student learning. These materials will be utilized for Math intervention, in the regular classroom during small group instruction and in the Math Academy. The materials to be purchased will be, but not limited to, kinects, pattern blocks and tiles, algebra tiles, integer scale, geo boards fraction cubes, snap cubes, patty paper, mini student balances, base ten block set, fraction decimal and percent circles, color markers, protractors, cuisenaire rods, color pencils, glue sticks, chart paper, gardening supplies, and composition books.

Math intervention
The evidence based strategies that will be used to address math intervention is Thinking Maps, number talks, mathematical mindsets by Jo Bolar, and UDL (Universal Design for Learning) with CRA Evidence of effectiveness will be monitored through pre and post tests in STAR Math.

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	0043 4000-4999 Books/Supplies/Equipment Supplies to support math intervention and additional materials listed above

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Special Education Students

Strategy/Activity
Applicable during: Virtual and In-Person Learning

Special Education
Special Education program incorporates the common core state standards along with the necessary accommodations to meet student needs. IEP goals will determine what necessary accommodations are needed to meet the needs of the students. General education special education co-teaching teachers will collaborate to provide the appropriate supports based on student IEP's.

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 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity
Applicable during: Virtual and In-Person Learning

Enrichment Learning Opportunities
(STEAM, electives, field trips, assemblies, after school tutoring, clubs, etc.)
Extended learning opportunities will be provided as enrichment for all students in an effort to increase student achievement and engagement such as but not limited to: STEAM, electives, field trips, assemblies, after school tutoring, Saturday school, clubs, Project Lead the Way (PLTW) spelling bee, math bowl, color guard, oral language festival, academic pentathlon, project lead the way activities/trips, STEAM lab, Emerson garden.

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 6

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

All Students

Strategy/Activity
Applicable during: In-Person Learning

Extended Learning Program STEAM Academy
The STEAM Academies employ a Project Based Learning approach that more closely aligns with what students experience in college and the workforce. All students in Extended Learning will gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem or challenge. The BCSD STEAM Academies incorporate the Arts into their framework by recognizing that in order to be successful in technological fields, all students must also be creative and use critical thinking skills. All Extended Learning Programs will incorporate either the Science, Technology, Engineering or Arts in their extended day. STEAM innovation combines the mind of a scientist or technologist with that of an artist or designer.

Emerson's STEAM academy will focus on the area of Engineering.

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 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity
Applicable during: Virtual and In-Person Learning

Supplemental Resources /Support provided for students and teachers to use in classrooms, instructional settings, and for other identified areas. (i.e. supplies, equipment, duplicating)
Supplies will be purchased for the instructional materials center to support instruction in the classroom such as updates for poster makers, laminators, copiers, paper and ink for copiers, duplo machines. Supplemental resources will be purchased for the classrooms to support instruction such as intervention materials, technology licenses, contract maintenance, maintenance, lease and repair contracts. Supplemental Resources needed include GoPro cameras, Calculators, 3D Printer, markers, colored pencils, linking cubes, paper, and dry erase markers all to be used during small group instruction and in the Math Academy.

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

Goal 4 Social Emotional Learning
SMART: Specific, Measurable, Achievable, Realistic, Time-Bound

Ensure a safe, healthy, and secure environment for all students, parents, guardians and employees as measured by Attendance and Suspension Rate with the goal of daily attendance of 97%.

Basis for Goal
Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by school or district to measure pupil achievement

Local Data

Local data (distance learning) as of March 2021
Attendance Rate: 96%
Chronic Absenteeism: 11.2%
Suspension Rate: 0
Suspension Count: 0
ODR Rate: 0.6%
ODR Count: 6

Previous Year's Data (not distance learning) as of March 2020
Attendance Rate: 94.8%
Chronic Absenteeism: 19%
Suspension Rate: 3.1%
Suspension Count: 35
ODR Rate: 21.7%
ODR Count: 435

Comprehensive Needs Assessment Summary

Our Comprehensive Needs Assessment (CNA) was conducted by meeting with several groups and reviewing the most current data to determine student needs. This data included state and local metrics, and our annual review, to determine what was effective during the previous year's instruction. The groups that contributed to our CNA included parents, staff, community members, and teachers. All stakeholders were welcome to attend any of our meetings to address student needs. Our School Site Council, English Learner Advisory Committee, African American Advisory Committee, Teachers, and All Parents/community members had the opportunity to review the most recent data available and advise on the student needs. Meetings were conducted via Zoom due to Covid-19 distance learning regulations. Once all stakeholders were able to contribute, all findings were married into a single document titled Emerson Comprehensive Needs Assessment.

Identified Need

Based on Attendance and discipline Data, all students need to be provided with onboarding time for them to re-acclimate to the school culture after the pandemic. This onboarding time will be extra time before school starts where students can learn the expectations of the schools in person learning, build relationships with each other, and learn strategies for developing relationships with other students, teachers, and school staff.

Based on Attendance and discipline Data, all students who struggle in this area will be supported by BIS, Campus supervisors, and Restorative classroom teacher. Parent meetings and Home visits when necessary need to be provided to ensure student needs are met.

Based on attendance and discipline Data, all students need to develop good relationships with teachers and support staff so they will be able to excel in the learning process at school.

Identified Needs:
Intervention, tutoring, peer groups, clubs, and extended learning services
Instructional materials to provide intervention, tutoring, peer groups, clubs, and extended learning services
Staffing to provide onboarding, student groups, and extended learning services
Professional development in the areas of SEL, discipline, motivational strategies, student support, building relationships, classroom management, etc.
Planning time for teachers to collaborate, plan, and prepare appropriate interventions and instructional strategies
Home visits
Parent meetings
School Psychologist
BIS
Campus Supervisor
Restorative Classroom Teacher

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	94.8% (2019-2020) / 96.0% (2020-2021)	97.0%
Chronic Absenteeism	19% (2019-2020) / 11.2% (2020-2021)	11%
Suspension Rate	3.1% (2019-2020) / 0% (2020-2021)	2.5%
ODR Rate	21.7% (2019-2020)/ 0.6% (2020-2021)	15%

Planned Strategies/Activities

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
Applicable during: Virtual and In-Person Learning

School Safety Plan
SSC annually updates the comprehensive school safety plan relevant to the needs and resources of our school.
SSC and the Leadership Team will meet annually to update the Comprehensive School Safety Plan relevant to the needs and resources of our school. Annual training on the proper safety procedures included in the School Safety Plan will be held annually for all staff.

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
Applicable during: Virtual and In-Person Learning

Positive Behavioral Interventions and Supports (PBIS)- Tier I
Teachers will use PBIS to keep students engaged in learning by:
- developing a 60 day plan based on school needs
- write positive referrals for students who demonstrate positive behavior
- Positive rewards/certificates/referrals will be mailed home

Support will be provided to teachers by:
- training provided on the matrix that distinguishes Office Discipline Referrals (ODR) vs. Classroom Management behaviors
- training on strategies to address student behavior problems such as restorative practices
- developing a 60 day plan based on school needs to identify areas of need for staff

All staff will utilize restorative practices, including conferences when students display negative behavior
Student incentives including activities and material rewards will be provided for students who demonstrate positive behavior. Supplies needed to provide these incentives include, but are not limited to pens, notepads, art materials, various supplies for projects and activities, token economy, movies, and raffles.
Behavior Intervention Specialist (BIS) and Restorative Classroom Teacher will be provided to work with students and their social emotional needs. BIS will also work with classroom teachers to support students, based on individual needs.
Campus Supervisors will be provided to ensure student safety and assist with student supervision

Positive School Culture:
Strong effort will be made to ensure that the Emerson school culture is positive and inclusive of all students. The Emerson environment will be welcoming to all students, families, and staff. Visible murals and college pennants will be provided around campus to encourage school pride, unity, and a college going environment.
"On Board" Student Handbook will be provided for all students. This handbook will assist students with common procedures, how to get assistance, and other support on campus.
Graduation for 8th grade students will be encouraged and monitored for all students throughout the year. 8th Grade graduates will be provided with a graduation ceremony to celebrate their accomplishments. The necessary supplies and materials to provide this ceremony (including graduation gowns for those who cannot afford to purchase one, celebration items, diplomas, balloons, etc.) will be provided.

Student Monitoring for Intervention
Student attendance, chronic absenteeism, suspension rate, ODR rate, and overall discipline will be monitored daily. This monitoring will be done by the Vice Principal and the SEL team. Students who are struggling in any of these areas will be identified so the appropriate supports and interventions may be provided. Some of the support that will be provided will include home visits, parent meeting, MTSS meetings, student counseling and support, classroom support, SEL support and activities, and clubs. A computer will be provided to allow the Vice Principal and SEL team to monitor the students daily and to ensure that students receive targeted assistance as soon as a problem arises, before the issue becomes chronic.

Instructional materials will need to be purchased to provide the intervention, tutoring, peer groups, and extended learning services for all students struggling in the areas of attendance, SEL, and discipline. The instructional materials are items such as but not limited to books,manipulatives, curriculum, school supplies, computers, computer programs, incentives, and instructional materials.

Professional Development and conferences will be provided for BIS, Campus Supervisor, Restorative Teacher to attend professional development in the areas of campus safety, trauma, anger management, conflict resolution, zone of regulations, and One Girl Foundation Training.

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	0043 4000-4999 Books/Supplies/Equipment Supplies
4,000	0043 5000-5999 Services/ operating expenditures (Do not include PD Costs for 5200, 5800) Postage
18,000	0043 5000-5999 Services/ operating expenditures (Do not include PD Costs for 5200, 5800) Murals
2,000	0043 5000-5999 Services/ operating expenditures (Do not include PD Costs for 5200, 5800) On Board Student Handbooks - Duplicating
3,000	0043 5200 Travel and Conference Classified conferences including BIS, Campus Supervisor Conferences

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Tier II Students

Strategy/Activity
Applicable during: Virtual and In-Person Learning

PBIS- Tier II
MTSS
Students who struggle in the areas of discipline and chronic absenteeism will be referred to the MTSS team. This process involves parent, staff, and student involvement in resolving the struggles the student currently is dealing with. The MTSS team will create an individualized plan for student success. Any services needed will be provided or referred to outside agencies.

Home visits and family follow up meetings will be held for students who struggle with chronic absenteeism

Restorative/assertive classroom and Youth Services Specialist, and Behavior Intervention Specialists are provided to address Tier II student needs. Some of those needs are, but not limited to, anger management, social skills, mentoring, social skills group, check in/out, food and clothing resources, home visits, conflict resolution, and crisis intervention. Committee will meet regularly to monitor students who fall into this category. Counseling and incentive plans, referrals to outside agencies, will be provided. Students are assigned to BIS to address the identified needs for Tier II students.

Behavior Intervention Specialist (BIS) will be provided to work with individual students and small groups of students. The BIS will assist with home visits, family meetings, classroom support, instruction on behavior, student monitoring, or any other social emotional support the students need.

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

Amount(s)	Source(s)
1,500	0043 5000-5999 Services/ operating expenditures (Do not include PD Costs for 5200, 5800) BIS Mileage - Home visits

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Tier III Students

Strategy/Activity
Applicable during: Virtual and In-Person Learning

PBIS- Tier III
MTSS
After the first MTSS meeting, strategies are put into place, and students are not successful, the MTSS team will meet again to provide further assistance to ensure student success. This process involves parent, staff, and student involvement in resolving the struggles the student currently is dealing with. The MTSS team will create an individualized plan for student success. Any services needed will be provided or referred to outside agencies.

Home visits and family follow up meetings will be held for students who struggle with chronic absenteeism. School Psychologist will assist students as needed to provide services to students in the Tier III level of support.
Counseling services will be recommended for students as needed to provide services to students in the Tier III level of support.

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

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity
Applicable during: In-Person Learning

Extracurricular Noontime Program
Emerson Middle School will provide extracurricular and enrichment activities during lunchtime to provide wholesome activities for students. These activities will include but not limit the utilization of staff, colleges, consultants, businesses, or community members.

Noontime activities at Emerson will consist of intramural sports, lunchtime clubs such as a STEAM and Reading clubs, as well as consultants offering a variety of activities. If funds become available, consultants, but not limited to, See Me Learn which offer STEAM activities, Penn Point Dance Academy which will teach dance classes, and Licks of Love which is a dog training program.

Emerson Middle School will utilize campus supervisors to ensure that we maintain a safe campus during the school day.
Emerson will implement intramural activities for students during lunchtime. Campus Supervisor, BIS and CPAL extra time, as well as CPAL subs will be provided as needed.

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

Amount(s)	Source(s)
500	0043 2000-2999 Classified Salaries BIS Extra Time
500	0043 2000-2999 Classified Salaries CPAL Extra Time
250	0043 2000-2999 Classified Salaries CPAL Subs
500	0043 2000-2999 Classified Salaries Campus Supervisor Extra Time

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity
Applicable during: Virtual and In-Person Learning

Attendance Structures/Incentives
Emerson will work with the supervisors in Student Services to develop an attendance program that promotes student achievement
Emerson will celebrate student success of attendance, including providing incentives and celebrations
In an effort to meet our attendance goal of 97%, the following will be implemented:

- An attendance incentive program, by advisory teachers where the advisory with perfect attendance in each grade level will be rewarded with an attendance trophy

Parent conferences and Student Attendance Review Board (SARB) meetings will be held with those parents of students with habitual absences

Monthly incentives will be provided to students with perfect attendance

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	0043 4000-4999 Books/Supplies/Equipment Incentives

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity
Applicable during: Virtual and In-Person Learning

Student Transitions- describe applicable plans for transition of students into TK/K, Jr High & Middle school, or High School
Incoming 6th grade students will visit the campus in the spring to become familiar with the school grounds, expectations, and typical routines and procedures.
Two High schools partner with Emerson for 8th graders transferring to High School. Bakersfield High School sets up group conferences to meet with students, give them basic information, and inform students of the opportunities they will have in High School. North High School has an orientation on their campus for students. During this orientation students see a presentation where they are given basic information informed of opportunities during High School.

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 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity
Applicable during: Virtual and In-Person Learning

Equity - Cultural & Linguistic Responsiveness
Using the students cultural and linguistic experiences and background to make connections to what is known and being taught and understood. Teachers will be trained in getting to know in-depth the students cultural and linguistic backgrounds so they can effectively plan their lessons. Teachers will constantly be

conducting activities that inform them of their students culture and language so they are always connecting their instruction to their background. Lessons will draw connections on their prior knowledge and reinforce preconceptions and correct misconceptions. Lessons will make the appropriate linkages between what students know, do, and understand to what they can create.

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

Goal 5 Mitigating Learning Loss: ESSER 2.0

Local Data

STAR Reading Student Growth Percentile 2020-2021 (Reporting Period 1 - Reporting Period 3
All students   38
6th Grade   37
7th Grade   38
8th Grade   40

Black/AA   38
Hispanic   38
White   40
English Learner   37
Special Ed   35

STAR Math Student Growth Percentile 2020-2021 (Reporting Period 1 - Reporting Period 3)
All students   40
6th Grade   40
7th Grade   39
8th Grade   41

Black/AA   41
Hispanic   39
White   50
English Learner   38
Special Ed   29

Local data (distance learning) as of March 2021
Attendance Rate: 96%
Chronic Absenteeism: 11.2%
Suspension Rate: 0
Suspension Count: 0
ODR Rate: 0.6%
ODR Count: 6

Previous Year's Data (not distance learning) as of March 2020
Attendance Rate: 94.8%
Chronic Absenteeism: 19%
Suspension Rate: 3.1%
Suspension Count: 35
ODR Rate: 21.7%
ODR Count: 435

Comprehensive Needs Assessment Summary

Our Comprehensive Needs Assessment (CNA) was conducted by meeting with several groups and reviewing the most current data to determine student needs. This data included state and local metrics, and our annual review, to determine what was effective during the previous year's instruction. The groups that contributed to our CNA included parents, staff, community members, and teachers. All stakeholders were welcome to attend any of our meetings to address student needs. Our School Site Council, English Learner Advisory Committee, African American Advisory Committee, Teachers, and All Parents/community members had the opportunity to review the most recent data available and advise on the student needs. Meetings were conducted via Zoom

due to Covid-19 distance learning regulations. Once all stakeholders were able to contribute, all findings were married into a single document titled Emerson Comprehensive Needs Assessment.

Identified Need

All students need to be reintegrated and reengaged in their education as they return to on campus instruction. All students need access to a regularly occurring, intensive, and targeted response to intervention plan that provides supports and enrichment to students according to their needs.
Students who are below grade level or who are not on pace to make at least a full year's growth need extra learning time in ELA and math and/or SEL/Extra-Curricular activities

Identified Needs:
Good first instruction, based on collaboration between the department and instructional strategies that are best for students
Small group instruction during school hours and outside of school hours
Saturday School
Tutoring
Electives for student interest and motivation
Targeted SEL Interventions at the school level
Leveraging the Multi-Tiered System of Support Team, Tier 2 and Tier 3 interventions will be offered.
Resources to support social-emotional needs
Social groups
Training for teachers and staff in SEL strategies including building relationships with students

Planned Strategies/Activities

Strategy/Activity 1

Aligned to or Extension of SPSA Goal: [1, 2, 3]

Students to be Served by this Strategy/Activity
(The strategy needs to prioritize student groups and their needs. Student group(s) need to be clearly defined For example: ELL students, who were identified as chronically absent and received grades below C due connectivity/disengagement)

All students including subgroups such as African American, Foster/ Homeless, Students with Disabilities, ELL, and all Socio-Economically Disadvantaged students were identified as students who were chronically absent and received grades below a C due to connectivity/disengagement. All these groups also made insufficient growth in the STAR Math and ELA assessment due to connectivity/disengagement.

Strategy/Activity
Applicable during: Virtual and In-Person Learning

Targeted Academic Interventions at the classroom level
A return to small group reading and math instruction to meet the individual needs of students
   - **Additional resources, over and beyond SPSA strategies #1 & #3, to support the individual needs of students or student groups**
1. Teacher's will focus on essential standards and supporting skills with an emphasis on Good First Instruction. This is not a time to rush to "cover" a full year of grade level curriculum. Teachers must work collectively with their PLC's to identify student learning needs then select the corresponding content

standards to address those needs. They must then systematically create strong, high quality, sequenced learning objectives and lessons that address the current student achievement data. will employ classroom structures which provide additional support to the lowest 20% of their students.

2. Learning Intention/Success Criteria/Purpose/Vocabulary Instruction.
3. ELD strategies- Good first instruction will include ELD strategies in the content areas.
4. Support Co-teaching in facilitating the collaboration/planning
5. Academic coaches will collaborate and conduct lesson studies with teachers and assist in designing small group instruction

Proposed Expenditures for this Strategy/Activity
List the amount(s), object code, funding source (only 3212 CARES Act: ESSER 2.0 funds allowable for this plan), and description of expenditure.

Amount(s)   Source(s)

Strategy/Activity 2

Aligned to or Extension of SPSA Goal: [1, 2, 3]

Students to be Served by this Strategy/Activity
(Student group(s) need to be clearly defined. For example: ELL students, who were identified as chronically absent and received grades below C due connectivity/disengagement)

All identified struggling students including our subgroups such as African American, Foster/ Homeless, Students with Disabilities, ELL, and all Socio-Economically Disadvantaged students were identified as students who were chronically absent and received grades below a C due to connectivity/disengagement. All these groups also made insufficient growth in the STAR Math and ELA assessment due to connectivity/disengagement.

Strategy/Activity
Applicable during: Virtual and In-Person Learning

Afterschool & Saturday Academies
- **Certificated Extra Time for ELT-Academic Interventions (1910)**
- **Certificated Extra Time for Extra-Curricular -SEL interventions (1909)**
- **Curriculum/Materials to support ELT/SEL to support Afterschool & Sat. Academies (4200 or 4300)**
- **Sat. Academies may include classified extra time: Custodian, Admin, Clerical**

1. The Academic coaches will provide professional development, collaborate and assist in providing small group instruction.
2. After school tutoring- All students in the lower 50% of the local STAR assessment will be priority for after school tutoring. Tutoring will take place Mondays, Tuesdays, and Thursday's every week beginning in mid September and ending prior to the start of state testing. Priority tutoring classes will be made available for math and reading.
3. If resources are available, science and history tutoring will occur with an emphasis on literacy strategies. All teaching staff will be offered the ability to tutor after school with both academic coaches on site supporting curriculum and lesson development.
4. Saturday School - All students in the lower 50% will be priority for Saturday School. Classes will be conducted in 4-6 week sessions beginning in Mid-September and ending prior to the start of state testing. Priority tutoring classes will be made available for math and reading.
5. If resources are available, science and history tutoring will occur with an emphasis on literacy strategies. All teaching staff will be offered the ability to teach Saturday School with both academic coaches on site supporting curriculum and lesson development.

Proposed Expenditures for this Strategy/Activity
List the amount(s), object code, funding source (only 3212 CARES Act: ESSER 2.0 funds allowable for this plan), and description of expenditure.

Amount(s)	Source(s)
12,000	3212 1910-1000-01 Cert Extra Time for ELT Saturday School, Tutoring, etc.
7,000	3212 2000-2999 Classified Salaries Classified Extra time for Sat. School
6,235	3212 4000-4999 Books/Supplies/Equipment Materials to support SEL, summer onboarding, Saturday school, tutoring, clubs, interventions, etc.
9103	3212 3000-3999 Fixed Charges and Retiree Benefits fixed charges
377	3212 3000-3999 Fixed Charges and Retiree Benefits Certificated Retiree Benefits
459	3212 3000-3999 Fixed Charges and Retiree Benefits Classified Retiree Benefits

Strategy/Activity 3

Aligned to or Extension of SPSA Goal: [1, 2, 3]

Students to be Served by this Strategy/Activity
(The strategy needs to prioritize student groups and their needs. Student group(s) need to be clearly defined. For example: ELL students who experienced the loss of a parent/family member due to COVID displayed lack of engagement as evidenced by low attendance, low work completion…)

All identified struggling students including our subgroups such as African American, Foster/ Homeless, Students with Disabilities, ELL, and all Socio-Economically Disadvantaged students who experienced the loss of parents/family members due to COVID, experienced household trauma including but limited to physical, emotional, social trauma, traumatic grief, medical trauma, community violence displayed a lack of engagement as evidenced by low attendance, low-work completion, and low growth in local STAR assessment.

Strategy/Activity
Applicable during: Virtual and In-Person Learning

Targeted SEL Interventions at the school level
   o **Leveraging the Multi-Tiered System of Support Team, Tier 2 and Tier 3 interventions will be offered.**
      o **Resources to support social-emotional needs**
Targeted SEL Interventions at the school level
Leveraging the Multi-Tiered System of Support Team, Tier 2 and Tier 3 interventions will be offered.
Resources to support social-emotional needs

Tier 1

1. All teachers will teach school wide behavior expectations and emotional health lessons daily in their advisory class. The goal is to invest the first 6 days of school reviewing class and school structures, routines, and procedures.
2. The lessons are based on current school behavioral data and student requests for support.
3. Physical Education teachers follow up with related activities each week that expand upon the emotional health of all students.

Tier 2
All identified students, with an emphasis on ELD, Special Education, Foster/Homeless and Socio-Economically Disadvantaged, at the lowest 20% level of engagement during distance learning are priority for the MTSS teams caseload for SEL support.

1. Prior to school starting students will be inviting to start social groups in an attempt to re engage and re-socialize in a school setting.
2. The BIS will lead the team in identifying and developing social groups.
3. Parents will be involved in designating students to social groups
4. Social groups will occur weekly beginning in September and ending in May.
5. Check in and Check out services will continue through BIS and restorative teacher
6. The BIS, ATS teacher, ASW and YSS assigned to the site will support the formation and implementation of social groups for the purpose of re engagement.
7. All students involved in the social groups will be encouraged to attend after school clubs/sports to help reconnect them with school life.

Tier 3
1. Those who do not respond to the TIER II supports will have FAIR plans developed individually to address their unique social needs.
2. Check in and Check out services will continue through BIS and restorative teacher
3. The BIS, ASW and YSS will provide mentoring support in addition to connections with resources for county level programs and family counseling.

Proposed Expenditures for this Strategy/Activity
List the amount(s), object code, funding source (only 3212 CARES Act: ESSER 2.0 funds allowable for this plan), and description of expenditure.

Amount(s)	Source(s)
8,000	3212 2000-2999 Classified Salaries Before School Starts/Special Groups (BIS, Campus Supervisor, CPALs)
11430	3212 1910-1000-01 Cert Extra Time for ELT Restorative Teacher Extra Time

Goals, Strategies, & Proposed Expenditures

Goal 6 Family and Community Engagement

SMART: Specific, Measurable, Achievable, Realistic, Time-Bound

By spring of 2022, Emerson will ensure all parents and community members are welcomed and engaged in the learning process as measured by at least a 10% increase in parent participation.

Basis for Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by school or district to measure pupil achievement

Local Data

FACE Department Events: Below 10 parents per event
Parent Committee (SSC, ELAC, AAPAC):   Below 5 parents per event
Parent Conferences/Teacher Communication: Approximately 35% of parents participate

Comprehensive Needs Assessment Summary

Our Comprehensive Needs Assessment (CNA) was conducted by meeting with several groups and reviewing the most current data to determine student needs. This data included state and local metrics, and our annual review, to determine what was effective during the previous year's instruction. The groups that contributed to our CNA included parents, staff, community members, and teachers. All stakeholders were welcome to attend any of our meetings to address student needs. Our School Site Council, English Learner Advisory Committee, African American Advisory Committee, Teachers, and All Parents/community members had the opportunity to review the most recent data available and advise on the student needs. Meetings were conducted via Zoom due to Covid-19 distance learning regulations. Once all stakeholders were able to contribute, all findings were married into a single document titled Emerson Comprehensive Needs Assessment.

Identified Need

Based on Data from the FACE department (sign in sheets), more activities to encourage parental involvement need to be provided to support students.
Based on Data from the FACE department, parents need to be able to attend school events outside of normal school hours.
Based data from the FACE department, student families would benefit from learning parenting strategies and how to support their children in the school setting.

Identified Needs:
Materials to provide events for parents to attend, and for notification of school events
Opportunities for parents to be involved outside of normal school hours and during normal school hours
Staffing to provide parent events/parent learning opportunities
Parent professional development/training, including CABE conference

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Face Department Events	Below 10 parents per event	20 or more parents per event
Parent Conferences / Teacher Communication	35% parental participation	50% or more parental participation

Planned Strategies/Activities

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
Applicable during: Virtual and In-Person Learning

Education Opportunities: Family Education Nights & Parent cafés
Monthly Parent Cafe
One or more parent education sessions (parent project)
Family Education Nights, 1 or more per quarter (STEAM, Reading, Math, Science, Family Game, Family Art, Vision Boards Nights)
One or More Community Organization Presentations
Relationship Building Sessions (such as Zumba, walking groups, book club, etc.)
Resources for Families (referrals to Gleaners, wellness center, hope center)
Parent Project
Special Education
ELD
Parents on a Mission
Parents with Struggling Students

Our BIS and, Campus Supervisors, and Restorative Classroom teacher and FACE Liaison will be involved in all parent events and receive training in the areas listed above. They will support the FACE department by connecting with parents and families, attending activities with them, and participating in parent learning. Extra time will be provided for classified staff to attend parent events and training outside of contract hours.

CABE Conference

FACE Department Professional Development
Our BIS and, Campus Supervisors, and Restorative Classroom teacher and FACE Liaison will be involved in all parent events and receive training in the areas listed in section 6. They will support the FACE department by connecting with parents and families, attending activities with them, and participating in parent learning.

Supplemental supplies needed for family events include, but are not limited to, learning guides, books and materials, copper tape, LED light bulbs, batteries, board games, books, cardstock, Math manipulatives, canvas, paint, brushes, stickers, paper goods such as cups and napkins, school supplies, supplies for all activities/parent events, incentives such as lanyards, decorations and signs for events, duplicating, light snacks for parents, and scrapbooking supplies. Parent center will provide necessary supplies, parent incentives, snacks, or any other needed materials for parents to participate in the activities and programs through our FACE/parent center. Extra time will be provided to allow FACE staff and support staff attend parent events outside of normal contract hours.

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)

92	3150-2495 3000-3999 Fixed Charges and Retiree Benefits Retiree Benefits
1,915	3150-2495 2000-2999 Classified Salaries Extra time for classified - parent events and training and workshops
975	3150-2495 3000-3999 Fixed Charges and Retiree Benefits Fixed Charges
2,000	3150-2495 5200 Travel and Conference CABE Conference
8,000	0044 4000-4999 Books/Supplies/Equipment Materials for Parent Center, Parent Events, Parent participation and educational opportunities

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students, including Tier II and Tier III

Strategy/Activity
Applicable during: Virtual and In-Person Learning

Communication:
Annual Title I Meeting
Back to School
Parent Conferences
Newsletter
Parents will be invited to school events through multiple sources including phone calls, flyers, school calendar, and personal invitations. Students in Tier II and Tier III will be personally invited to school wide events through personal phone calls made by school staff. FACE department will promote school events through our parent center.

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)
2,500	0044 5000-5999 Services/ operating expenditures (Do not include PD Costs for 5200, 5800) Duplicating

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

Applicable during: Virtual and In-Person Learning

**Involvement
SSC
ELAC
AAPAC
Parents as Leaders (PALS)**
Parent input is extremely important to us. Each committee has the opportunity to assist in the development of the school plan and assist in making changes as needed throughout the school year. Some of the input suggested by parents this year included improving student engagement strategies, using SDAIE strategies in all classrooms, attendance to the CABE conference, and providing incentives for students to attend school. All of these suggestions from parents have been incorporated in the plans for the next school year.

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

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity
Applicable during: Virtual and In-Person Learning

Work with SSC to annually review, update, implement, and distribute our Home-School compact and Parent and Family Engagement Policy.
All parent groups will have the opportunity to work with the school to provide input in the development of compacts, parents involvement policies, and any other related planning for the school.

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

Goal 7 Professional Learning Plan
SMART: Specific, Measurable, Achievable, Realistic, Time-Bound

By Spring 2022, all teachers will have attended training in the areas of Balanced Literacy, Thinking Maps Write From the Beginning and Beyond, SEL, and Integrated EL Support as measured by STAR, SBAC, ELPAC and local data results.

Basis for Goal
Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by school or district to measure pupil achievement

Local Data

STAR Reading Student Growth Percentile 2020-2021 (Reporting Period 1 - Reporting Period 3
All students   38
6th Grade   37
7th Grade   38
8th Grade   40

Black/AA   38
Hispanic   38
White   40
English Learner   37
Special Ed   35

STAR Math Student Growth Percentile 2020-2021 (Reporting Period 1 - Reporting Period 3)
All students   40
6th Grade   40
7th Grade   39
8th Grade   41

Black/AA   41
Hispanic   39
White   50
English Learner   38
Special Ed   29

ELPAC- Summative/Overall Language
2019-2020 ELPAC

Level 4 - 14%
Level 3 - 41%
Level 2 - 23%
Level 1 - 22%

138 Total Tested Students

ELPAC Proficiency
13.7%

Local data (distance learning) as of March 2021
Attendance Rate: 96%
Chronic Absenteeism: 11.2%

Suspension Rate: 0
Suspension Count: 0
ODR Rate: 0.6%
ODR Count: 6

Previous Year's Data (not distance learning) as of March 2020
Attendance Rate: 94.8%
Chronic Absenteeism: 19%
Suspension Rate: 3.1%
Suspension Count: 35
ODR Rate: 21.7%
ODR Count: 435

Comprehensive Needs Assessment Summary

Our Comprehensive Needs Assessment (CNA) was conducted by meeting with several groups and reviewing the most current data to determine student needs. This data included state and local metrics, and our annual review, to determine what was effective during the previous year's instruction. The groups that contributed to our CNA included parents, staff, community members, and teachers. All stakeholders were welcome to attend any of our meetings to address student needs. Our School Site Council, English Learner Advisory Committee, African American Advisory Committee, Teachers, and All Parents/community members had the opportunity to review the most recent data available and advise on the student needs. Meetings were conducted via Zoom due to Covid-19 distance learning regulations. Once all stakeholders were able to contribute, all findings were married into a single document titled Emerson Comprehensive Needs Assessment.

Identified Need

Based on STAR results and Teacher survey Data, professional learning and training is necessary to meet the needs of Emerson students and staff.
Based on teacher survey Data, extra time is needed to provide time for teachers and support staff to attend the necessary professional development to achieve student academic growth.
Extra time is also needed to provide planning time for teachers and support staff to plan and implement the professional development practices learned in professional development.
Based on teacher survey data, conference attendance is necessary to train teachers and support staff in the intervention strategies that will be provided.

Identified Needs:

PD content areas of need:
This plan requires the professional development in the following areas:
Thinking Maps
Write from the Beginning and Beyond (Thinking Maps)
Path to Proficiency (Thinking Maps)
Lesson Studies
Balanced Literacy
SEL
Intervention
Instructional Strategies
Learning Intentions
Success Criteria
Academic Vocabulary
Math Tasks
Math Conceptual Understanding
Math Procedural Knowledge
Fluency
Classroom Management

Achieve 3000
Number Talks
Claims and Targets,
Common Formative Assessments
Five E Lessons
Reading Strategies
Campus Safety
Trauma
Anger Management
Conflict Resolution
Zone of Regulations
One Girl Foundation Training
Math Mindset
Conferences through:
California Mathematics Council
California Council of Teaching Mathematics
National Council for Social Studies
California Council for Social Studies
National Science teaching association
National Association of Special Education Teachers
SEL Conferences

Coaching:
Continued need for Emerson's coaching support that consists of coaching cycles for all new teachers and for teachers needing additional support.member, and future goals are set.

Consultants:
Dr. Raj Shah for Math, as well as other consultants as needed.

Conferences:Conferences
To fully implement the professional development plan, conferences are needed (as available) in the areas of thinking maps, Write from the Beginning and beyond, path to proficiency, lesson studies, balanced literacy, SEL, intervention, instructional strategies, learning intentions, success criteria, academic vocabulary, math tasks, math conceptual understanding, math procedural knowledge, fluency, classroom management, Achieve 3000, number talks, claims and targets, common formative assessments, five E lessons, reading strategies, campus safety, trauma, anger management, conflict resolution, zone of regulations, one girl foundation training, math mindset, california math council, california council of teaching mathematics, national council for social studies, california council for social studies, national science teaching association, national association of special education teachers, SEL conferences.

Writing Intervention
Write from the Beginning and Beyond (Thinking Maps) will be used to provide intervention to support student development in writing. Students will develop skills to express their thoughts and ideas in writing, assisting with their abilities to write. Training for teachers and support staff will be provided to ensure successful implementation of Write from the Beginning and Beyond, including the purchase of supplies and materials and the attendance at necessary conferences and extra time to fully implement the program.

Reading Intervention
The two evidence based strategies will be used to address reading intervention are Balanced Literacy and Achieve 3000.
Evidence of effectiveness will be monitored through Achieve 3000.
Reading intervention will be provided in the ELA classes during UA time. Whole class instruction with Achieve 3000 will occur weekly, and then small groups will be pulled each day to implement balanced literacy.
Achieve3000 (ESSA Rating Strong; +0.29 average effect size) is a digital, supplemental literacy programs that includes differentiated content to build student fluency, vocabulary, comprehension, and writing across

content areas. The student instructional routine is designed to build key literacy capacities and college and career level critical thinking skills.

Math intervention
The evidence based strategies that will be used to address math intervention is Thinking Maps, number talks, mathematical mindsets by Jo Bolar, and UDL (Universal Design for Learning) with CRA Evidence of effectiveness will be monitored through pre and post tests in STAR Math.

Lesson Studies
Lesson studies will be part of the professional development plan. Teachers will be able to attend training that allows them to practice lessons and strategies while observing each other. They will be able to model lessons and strategies for each other so they can gain valuable experience deconstructing instruction and instructional strategies used by their peers. Substitutes to release teachers to observe others in their departments will be provided to allow the release time for this purpose.

Return to School Professional Development
Two full days of professional development will be provided before school starts for all teachers and support staff. These two days will be full days of training, to support the following areas: Balanced Literacy, Thinking Maps, SEL, Intervention, Instructional Strategies, learning intentions, success criteria, academic vocabulary, math tasks, math conceptual understanding, procedural knowledge, fluency and classroom management.

Supplies for Training (Thinking Maps writing manuals and materials), books, LLI Kits, EL Scaffolding supplies, Thinking Maps Supplies for various Thinking Maps programs such as Path to Proficiency, Write from the Beginning, etc.)

Certificated Substitutes to provide time for teachers to attend PD/conferences/consultants.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Reading SGP	STAR Reading Student Growth Percentile 2020-2021 (Reporting Period 1 - Reporting Period 3 All students 38 6th Grade 37 7th Grade 38 8th Grade 40 Black/AA 38 Hispanic 38 White 40 English Learner 37 Special Ed 35	SGP 50 or higher in all areas
STAR Math SGP	STAR Math Student Growth Percentile 2020-2021 (Reporting Period 1 - Reporting Period 3) All students 40 6th Grade 40	SGP 50 or higher in all areas

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	7th Grade　39 8th Grade　41 Black/AA　41 Hispanic　39 White　50 English Learner　38 Special Ed　29	
ELPAC	56.8% making progress towards English language proficiency	+3 points, 59.8% making progress towards English language proficiency
Attendance Rate	94.8% / 96.0%	97.0%
Chronic Absenteeism	19% / 11.2%	11%
Suspension Rate	3.1% / 0%	2.5%
ODR Rate	21.7% / 0.6%	15%

Planned Strategies/Activities

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
Applicable during: Virtual and In-Person Learning

Professional Learning Community/Collaboration to provide time for teachers to be included in decisions, development, and analysis of academic assessments/data.
Professional Learning Community: Emerson teachers will have weekly PLC time provided for collaboration. During PLC time, data will be analyzed to determine student needs through formative assessment, SBAC results, classroom observations, student work samples, and STAR reports. Based on the conclusions of the data, learning and lesson development will occur in PLC meetings. This will be an ongoing review of data to determine student instructional needs and development.Teachers will meet in their PLC teams at least bi-weekly, preferably weekly to plan collaboratively. Bi-weekly meetings will only be for teachers who teach two subjects. Weekly meetings required for all single subject teachers.

Lead Teachers
Lead teachers for each department will be provided to ensure collaboration and PLC in planning. Lead teachers will also be part of the leadership team on campus. Additional time will be provided for leadership team to meet and focus on instruction with the leadership team and their departments. Support staff such as APL, coaches, restorative teachers will also provide support to the teams, including time to work together and plan for organization and meetings with leadership and teachers. Leadership team will attend 2 full days of training and collaboration to prepare for the beginning of the school year and to understand expectations as a school leader.

Emerson's Leadership Team consists of one representative from each department, the principal, the vice principal, the academic program leader, and coach, and intervention specialist. This team meets twice a month to discuss and plan professional development, PLC meetings, new structures and procedures, and any other important information that impacts the school.

Emerson's Professional Learning Communities consist of all teachers and a separated by department and and at times grade level. Meetings are held every Wednesday where teachers collaborate, create CFAs, analyze data and student work, deconstruct targets and standards, and plan differentiated lessons. Additional time will be provided for leadership team to meet and focus on instruction with the leadership team and their departments. Support staff such as APL, coaches, restorative teachers will also provide support to the teams, including time to work together and plan for organization and meetings with leadership and teachers.

FACE Department Professional Development
Our BIS and, Campus Supervisors, and Restorative Classroom teacher and FACE Liasion will be involved in all parent events and receive training in the areas listed in section 6. They will support the FACE department by connecting with parents and families, attending activities with them, and participating in parent learning.

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

Amount(s)	Source(s)
16,000	0043 1110-1000-01 Cert Extra Time PLC Planning in departments and leadership Cert. Extra Time
31,960	3150 1110-1000-01 Cert Extra Time PLC Planning

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
Applicable during: Virtual and In-Person Learning

Professional Learning Needs:
● **Coaching**
● **Consultant Services**
● **Conference and Travel**
● **Certificated Extra Time for PD**
Emerson's coaching support consists of coaching cycles for all new teachers and for teachers needing additional support. During a coaching cycle teachers have several meetings with a member of the instructional team   (Academic Coach, Academic Program Leader) where they plan a lesson, a lesson can be modeled, a support staff member observes a lesson, the teacher debriefs about the lesson with a support staff member, and future goals are set.

Professional development at Emerson will consist of, but is not limited to, training on the BAS, Thinking Maps, Number Talks/Closeline Math, Claims and Targets, Guided Reading, Writing structures, Math Tasks,

CFAs, Five E Lessons, Reading Strategies, Understanding the Units, 4 Core (PBIS), SEL Journals, Major/Minor Referrals, SEL learning, CABE conference, and DOK Levels.

To further professional learning at Emerson teachers, parents, and administration will have the opportunity to attend, but not limited to, FACE Parent Project, CABE, consultant provided trainings, and subject area related Conferences.

Certificated Substitutes provided to support coaching and PD.

Supplies and professional learning books and online subscriptions may be purchased to support professional development.

When available, special education teachers and general education teachers will attend training in co-teaching strategies to support student learning.

Math Professional Development with Dr. Raj Shah. He will provide a full day Math professional development, followed by 3 follow up sessions with our Math teachers.

Comprehensive Support and Improvement to improve student outcomes the following evidence based strategies will be implemented:

Writing Intervention
Write from the Beginning and Beyond (Thinking Maps) will be used to provide intervention to support student development in writing. Students will develop skills to express their thoughts and ideas in writing, assisting with their abilities to write. Training for teachers and support staff will be provided to ensure successful implementation of Write from the Beginning and Beyond, including the purchase of supplies and materials and the attendance at necessary conferences and extra time to fully implement the program.

Reading Intervention
The two evidence based strategies will be used to address reading intervention are Balanced Literacy and Achieve 3000.
Evidence of effectiveness will be monitored through Achieve 3000.
Reading intervention will be provided during ELA classes. Whole class instruction with Achieve 3000 will occur weekly, and then small groups will be pulled each day to implement balanced literacy.

Achieve3000 (ESSA Rating Strong; +0.29 average effect size) is a digital, supplemental literacy programs that includes differentiated content to build student fluency, vocabulary, comprehension, and writing across content areas. The student instructional routine is designed to build key literacy capacities and college and career level critical thinking skills.

Math intervention
The evidence based strategies that will be used to address math intervention is Thinking Maps, number talks, mathematical mindsets by Jo Bolar, and UDL (Universal Design for Learning) with CRA Evidence of effectiveness will be monitored through pre and post tests in STAR Math.

Lesson Studies
Lesson studies will be part of the professional development plan. Teachers will be able to attend training that allows them to practice lessons and strategies while observing each other. They will be able to model lessons and strategies for each other so they can gain valuable experience deconstructing instruction and instructional strategies used by their peers. Substitutes to release teachers to observe others in their departments will be provided to allow the release time for this purpose.

Return to School Professional Development
Two full days of professional development will be provided before school starts for all teachers and support staff. These two days will be full days of training, to support the following areas: Balanced Literacy,

Thinking Maps, SEL, Intervention, Instructional Strategies, learning intentions, success criteria, academic vocabulary, math tasks, math conceptual understanding, procedural knowledge, fluency and classroom management.

Conferences
To fully implement the professional development plan, conferences will be provided (as available) in the areas of thinking maps, Write from the Beginning and beyond, path to proficiency, lesson studies, balanced literacy, SEL, intervention, instructional strategies, learning intentions, success criteria, academic vocabulary, math tasks, math conceptual understanding, math procedural knowledge, fluency, classroom management, Achieve 3000, number talks, claims and targets, common formative assessments, five E lessons, reading strategies, campus safety, trauma, anger management, conflict resolution, zone of regulations, one girl foundation training, math mindset, california math council, california council of teaching mathematics, national council for social studies, california council for social studies, national science teaching association, national association of special education teachers, SEL conferences.

This plan requires the professional development in the following areas:
Thinking Maps
Write from the Beginning and Beyond (Thinking Maps)
Path to Proficiency (Thinking Maps)
Lesson Studies
Balanced Literacy
SEL
Intervention
Instructional Strategies
Learning Intentions
Success Criteria
Academic Vocabulary
Math Tasks
Math Conceptual Understanding
Math Procedural Knowledge
Fluency
Classroom Management
Achieve 3000
Number Talks
Claims and Targets,
Common Formative Assessments
Five E Lessons
Reading Strategies
Campus Safety
Trauma
Anger Management
Conflict Resolution
Zone of Regulations
One Girl Foundation Training
Math Mindset
Conferences through:
California Mathematics Council
California Council of Teaching Mathematics
National Council for Social Studies
California Council for Social Studies
National Science teaching association
National Association of Special Education Teachers
SEL Conferences

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)
9,071	3150 5000-5999 Services/ operating expenditures (Do not include PD Costs for 5200, 5800) Conference and Travel
80,000	3182 1940-1000-01 Cert PD Extra Time Extra Time - Professional Development
3,000	3182 1940-1000-01 Cert PD Extra Time Certificated Subs
39,342	3182 5200 Travel and Conference Conferences and Trainings
26,272	3182 4000-4999 Books/Supplies/Equipment Supplies for Training (Thinking Maps writing manuals and materials), LLI Kits, EL Scaffolding supplies, Thinking Maps Supplies for various Thinking Maps programs such as Path to Proficiency, Write from the Beginning, etc.)
15,520	3182 3000-3999 Fixed Charges and Retiree Benefits certificated fixed charges
6,018	3182 3000-3999 Fixed Charges and Retiree Benefits Indirect Costs 3.43% Central
2,500	3150 5800 Professional Consulting Services Dr. Raj Shah - PD consultant
1,337	3182 3000-3999 Fixed Charges and Retiree Benefits certificated retiree benefits

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
Applicable during: Virtual and In-Person Learning

Professional Learning Supplies
Supplies to provide professional development such as books, instructional materials, supplies, or any other needed item to provide professional development will be provided.

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)

Supplemental Staff Roles and Responsibilities

Position	Support SPSA Goal	Identified Need	Description of the roles and responsibilities of staff	Salary (add fixed charges and benefits on last row for all staff to match budget excel)			
				Description	Type	Funding Source	Amount
Academic Coach	Academic Achievement	Professional Development, Coaching, Instructional Support	Coaching, professional development, Assistance with substitutes, Assistance with instruction, Monitoring of Professional Development and Implementation of Professional Development, Assistance with lesson development,	30% LCFF Salary	1000-1999 Certificated Salaries	0043	23813
				30% LCFF Salary	1000-1999 Certificated Salaries	0043	20851
				70% Title 1 Salary	1000-1999 Certificated Salaries	3150	55563
				70% Title 1 Salary	1000-1999 Certificated Salaries	3150	48651
Academic Program Leader	Academic Achievement	Professional Development, Coaching, Instructional Support	Instructional Support, Professional Development, EL monitoring, Coaching, Student/Parent support, Committee's (SSC, ELAC, AAPAC), Assessments and Data, Individual Student Assessments (ELPAC, SBAC), SPSA support	100% Salary	1000-1999 Certificated Salaries	0043	100697
Behavioral Intervention Specialist	Academic Achievement Social Emotional Learning Family & Community Engagement	Virtual Student Support	Attending classes to assist students, frequent parent/guardian contact to support students, home visits to assist students	100% Salary	2000-2999 Classified Salaries	3150	50851

Position	Support SPSA Goal	Identified Need	Description of the roles and responsibilities of staff	Salary (add fixed charges and benefits on last row for all staff to match budget excel)			
				Description	Type	Funding Source	Amount
Specially Funded Clerk	Academic Achievement	Specially funded programs and materials	Support technology in classrooms, purchasing of materials, distribution of materials, preparation of materials for meetings/trainings and parent involvement sessions, clerical assistance with SSC, ELAC, AAPAC	100% Salary	2000-2999 Classified Salaries	0043	30336
Campus Supervisor	Academic Achievement Social Emotional Learning	Student Support	Assisting with student discipline, frequent parent/guardian contact to support students, home visits to assist students, attending classes to monitor and assist students.	100% Salary	2000-2999 Classified Salaries	0043	55644
Fixed Charges		N/A	N/A	Fixed Charges	3000-3999 Fixed Charges and Retiree Benefits	0043	130401
				Fixed Charges	3000-3999 Fixed Charges and Retiree Benefits	3150	94228

Position	Support SPSA Goal	Identified Need	Description of the roles and responsibilities of staff	Salary (add fixed charges and benefits on last row for all staff to match budget excel)			
				Description	Type	Funding Source	Amount
Retiree Benefits		N/A	N/A	Certificated	3000-3999 Fixed Charges and Retiree Benefits	0043	2598
				Classified	3000-3999 Fixed Charges and Retiree Benefits	0043	2746
				Certificated	3000-3999 Fixed Charges and Retiree Benefits	3150	2192
				Classified	3000-3999 Fixed Charges and Retiree Benefits	3150	1556
Contingency		N/A	N/A	Contingency	1000-1999 Certificated Salaries	0043	16194
				Contingency	1000-1999 Certificated Salaries	3150	10855
Mileage - APL		Transportation of Materials and attending trainings	N/A	Mileage	5000-5999 Services/ operating expenditures (Do not include PD Costs for 5200, 5800)	0043	300

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal I – Distance Learning

By Spring of 2021, 95% of students will receive 90 minutes of instruction per period. Instructional minutes will be 90 minutes each period, 50 minutes synchronous instruction and 40 minutes asynchronous instruction. This goal will be measured by attendance rates and instructional lesson plans.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student attendance	95% overall average attendance or above	96% average daily attendance as of 3/1/21

Strategies/Activities for Goal I Distance Learning

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Distant Learning Strategy #2 Professional Development and Support Strategies Purchase and distribution of all necessary technology: All necessary technology will be purchased and distributed accordingly. Items such as additional monitors for teacher instruction, headphones, mice, microphones, regular school supplies that are needed at home such as paper, pencils, pens, erasers, whiteboards, whiteboard markers, crayons, paint, colored markers, etc. will be provided to ensure all students receive equivalent instruction to in class learning. Programs that support distance learning such as peardeck, next generation math, nearpod, etc. will be purchased to support instruction during distance learning.	Partial Implementation We purchased a second monitor for all teachers when they were working on campus to assist with distance learning. We also purchased headphones, mice, microphones and regular school supplies. Peardeck and Nearpod were also purchased this year to support virtual instruction. Students did receive positive encouragement. We did mail a lot of certificates home. We will still continue to mail more certificates of recognition home throughout the rest	2000-2999 Classified Salaries 0043 3500	2000-2999 Classified Salaries 0043 158
		5000-5999 Services/ operating expenditures (Do not include PD Costs for 5200, 5800) 0043 1200	5000-5999 Services/ operating expenditures (Do not include PD Costs for 5200, 5800) 0043 1200
		1000-1999 Certificated Salaries 0043 3000	1000-1999 Certificated Salaries 0043 0
		contracted maintenance 5000-5999 Services/ operating expenditures (Do not include PD Costs for 5200, 5800) 3150 1126	Contracted Maintenance 5000-5999 Services/ operating expenditures (Do not include PD Costs for 5200, 5800) 3150 1126
		5200 Travel and Conference 3150 6000	5000-5999 Services/ operating expenditures (Do not include PD Costs for 5200, 5800) 3150 3660
		1940-1000-01 Cert PD Extra Time 3150 10000	1940-1000-01 Cert PD Extra Time 3150 10000
		1110-1000-01 Cert Extra Time PLC 3150 48862	1110-1000-01 Cert Extra Time PLC 3150 7500
		2000-2999 Classified Salaries 0043 250	2000-2999 Classified Salaries 0043 0
		5000-5999 Services/ operating expenditures	5000-5999 Services/ operating expenditures

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Social Emotional Needs: Students will receive positive encouragement from school staff through multiple ways (certificates mailed home, phone calls, notices sent through parent square, emails to parents, etc.) Students who struggle in this area will be supported electronically through our school psychologist, BIS, Office teacher, Vice Principal, and Restorative classroom teacher. Outside agency referrals will also be made on an as needed basis. Mailing of supplies or materials needed for students who cannot pick up items from campus will be mailed. Home visits for students who struggle will be made to ensure students are able to connect to the online learning, following social distancing and all Covid-19 protocols.

School Supplies: School supplies will be distributed periodically throughout the year during distance learning. These supplies include anything students need to do their schoolwork at home. Examples of items include bags, highlighters, erasers, headphones, mice, pencils, paper, pencils, pens, composition books, crayons, glue, markers, dry erase boards, dry erase pens, etc.)

Professional development for teachers: Online trainings will be provided to show teachers | of the year. Our postage costs will actually be closer the to planned amount by the end of the year.

We had a distribution site set up twice throughout the year where students were able to pick up the necessary school supplies to assist with distance learning. They were given items such as dry erase boards, highlighters, headphones, mice, etc.

Teachers were supported with their online instruction. They really grew this year in their abilities to use the technology to reach students. Professional development extra time was fully implemented. We did have our online trainings monthly throughout the year.

We scheduled time where students were able to work in small groups with their teachers. During this time, intervention was provided for those students who needed assistance. (office hours, intervention block) | (Do not include PD Costs for 5200, 5800) 0043 300 | (Do not include PD Costs for 5200, 5800) 0043 300 |

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and students how to navigate technology and perform in the online learning process. Academic Program Leader and Instructional Coaches will be provided to provide professional development, coaching, and instructional support. Intervention due to learning loss: Additional time for student learning will be provided to address the learning loss due to Covid-19. This additional time will be provided either after school or during an extended learning year. All students will attend additional instructional minutes to address learning deficiencies due to the pandemic. Additional Staff to Support Instruction, Social Emotional Needs, Student Attendance, Technology support, and Teacher instructional support will be provided to ensure student success in learning during distance learning. Additional staff will also provide assistance as we transition back to in person instruction, providing support in all areas of their job description. Below is the description of how each additional staff member will support teaching and learning: Instructional Coaches: Coaching virtually, online professional development, Assistance with substitutes, Assistance	Instructional coaches virtually coached teachers, provided professional development, helped substitutes, etc. They were very effective in providing support this year. APL worked with teachers to provide instructional support, professional development, EL monitoring, assessments, data review, classroom visits, instructional monitoring, etc. SFC was able to provide necessary clerical duties throughout the year to support instruction. Restorative classroom teacher was able to support students by attending classes with students, making home		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
with instruction, Monitoring of Professional Development and Implementation of Professional Development, Assistance with lesson development, frequent classroom visits, coaching meetings with teachers

Academic Program Leader: Virtual Instructional Support, Virtual Professional Development, EL monitoring virtually, Coaching virtually, Student/Parent virtual support, Virtual Committee's (SSC, ELAC, AAPAC), Virtual Assessments and Data, Individual Student Assessments (ELPAC, SBAC), frequent classroom visits, coaching meetings with teachers, development of SPSA, Instructional monitoring of effectiveness

Specially Funded Clerk: Support technology in virtual classrooms, purchasing of virtual materials, distribution of virtual materials, preparation of materials for virtual meetings/trainings and parent involvement sessions, all clerical needs in the instructional materials center, minutes and agenda's of parent meetings

Restorative Classroom Teacher: Attending classes virtually to assist students, frequent parent/guardian contact to support students, home | visits, and providing student support.

BIS was able to support students by attending classes with students, making home visits, and providing student support.

Campus supervisor was able to support students by attending classes with students, making home visits, and providing student support.
pus Supervisor

CPALs were able to support by assisting with student technology needs, materials distribution, answering phone calls from students and parents, and assisting with lunches.
Subs for CPALs were unnecessary this year due to the pandemic. Since students were not on campus, if a CPAL was out we were able to complete necessary tasks without the extra help. When we return to on campus instruction, the extra sub time will be necessary to support the students on campus.

Maintenance contracts were utilized, although copiers were not used quite as much this year due to the pandemic. | | |

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
visits to assist students, distribution of student drive through lunches, supervision of students who are on campus when we are transitioning into in person learning. Behavior Intervention Specialist: Attending classes virtually to assist students, frequent parent/guardian contact to support students, home visits to assist students, distribution of student drive through lunches, supervision of students who are on campus when we are transitioning into in person learning. Campus Supervisor: Attending classes virtually to assist students, frequent parent/guardian contact to support students, home visits to assist students, distribution of student drive through lunches, supervision of students who are on campus when we are transitioning into in person learning. CPALs: Assisting with student technology needs, materials distribution for students, answering technology phone calls, distribution of virtual materials, distribution of student drive through lunches, supervision of students who are on campus when we are transitioning into in person learning. Duplicating and copiers (including maintenance contracts) will be provided to support instruction.	Due to the pandemic, virtual conferences were difficult to attend. For the first half of the year, the conferences planned were not available. The conferences became available during the second half of the school year. Teachers and instructional support staff will be attending these conferences. However, due to only being able to attend half of the planned conferences, the expense is less than planned. The remaining portions of the conferences planned will need to be provided next school year. Thinking Maps is the conferences that were available Supplies and programs were provided.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teachers will have access to on site duplicating for the preparation of their virtual lessons and to mail home any materials that they deem necessary for distance learning instruction. Duplicating services will be provided so we are able to communicate with families and students through mail, and provide any necessary resources when we transition back to in person learning.

Virtual conferences for additional professional development will be available for teachers, administrators, and support staff to attend and grow in their learning of instructional strategies. These conferences will include, but are not limited to Math conferences, Science Conferences, PE Conferences, Special Education Conferences, ELA/Reading Conferences, History Conferences, ELD Conferences, Social Emotional Learning, Thinking Maps, Writing Programs, and Literacy Conferences. Conferences will be selected depending upon availability of virtual conferences.

Supplies and programs to support instruction and student events will be provided to support student learning. Programs for online learning such as but not limited to are NearPod, PearDeck, and Gimkit will be purchased to enhance | Due to the covid-19 pandemic, not as much extra time for classified staff was necessary. Since students were home, home visits, office support, FACE meetings were able to be held during the instructional day and during contract hours. The extra time was unnecessary.

Mileage expenses did not cost as much as planned. However, mileage will continue to be turned in throughout the rest of the school year. We expect the final amount of mileage costs to be fairly close to the planned expenses.

The planned activities this school year were completed during the instructional day, not outside of contract hours. The extra time set aside for this need was not necessary this year because students were not on campus/online after school hours. ASB | | |

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
distance learning for students. Supplies are in addition to the normal instructional supplies by our general office funding. They will aide in the support of student learning during distance learning and as we transition back to in person instruction. Various supplies will be needed and are, but not limited to: Instructional Strategies books for teachers to use in correlation with professional development provided at the school site, supplies from GW to support positive classroom environments for new and tenured teachers, additional monitors for teachers so they will have two screens to work with students during distance learning, microphones for teachers and students to hear each other through distance learning, Special programs such as Ramsey Solutions to excel learning for our students, online programs to support student learning, various supplies for the instructional materials center so teachers will have access to any supplies they need to create interactive learning opportunities, supplies to assist teachers in showing students examples of learning through the computer, large post it notes and poster paper for visual learning, markers, paint, materials for our science lab including shelving,	activities and other events were held during the instructional day.

Leadership did not spend as much extra time collaborating this year as in previous years. Due to the pandemic, the support new teachers and department teachers needed was different. This ended up totaling less hours outside of contract hours working together, creating less expense that was previously planned. | | |
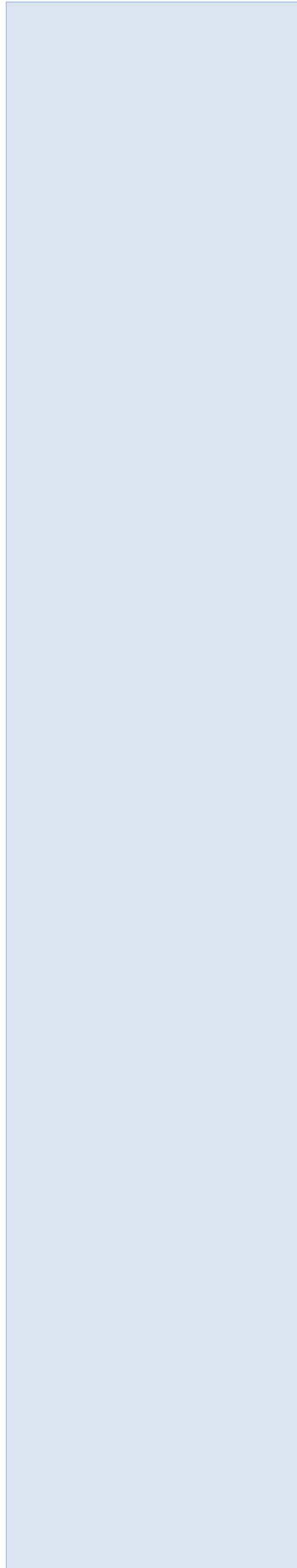
Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
furniture, and science equipment so the teachers can show science experiments being done through the computer via zoom, supplies to support professional development including but not limited to binders, books, and office supplies, and any other supplies the teachers may request to assist them in their instructional practices. Supplies will also be provided to promote a positive school environment as students return to school from distance learning to in person instruction. These supplies may include, but are not limited to posters, lanyards, headphones, Emerson logo items, motivating items such as bookmarks, pens, pencils, etc.

Additional time will be provided for BIS, CPAL, Specially Funded Clerk, Campus Supervisor, and CPAL substitutes. This additional time will provide assistance for student home visits, office support, support with special programs, parent involvement through FACE, and additional distance learning assistance as needed outside of contract hours.

Mileage will be provided for employees to use their own vehicles to attend home visits with families who need assistance and to conduct district business in their own vehicles. Stipends for | | | |

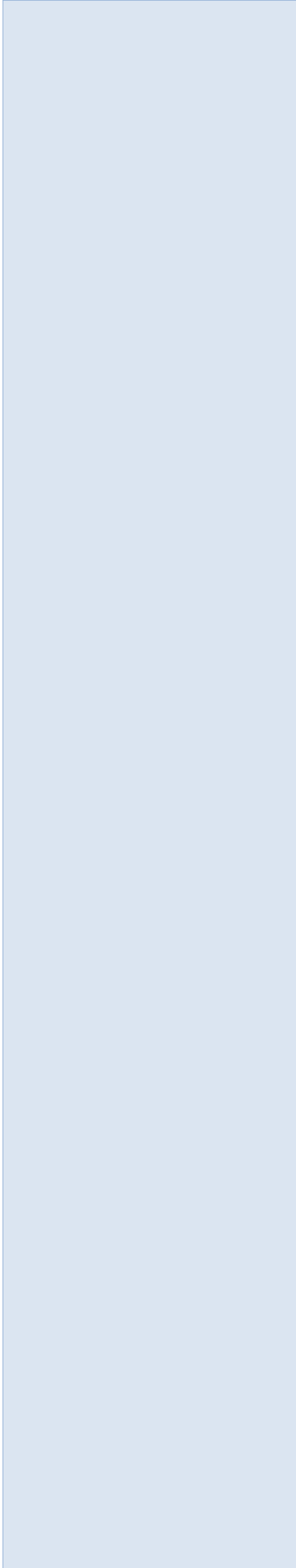| Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
those who have a stipend attached to their contract will be provided and employees who use their own vehicles that do not get a stipend will receive mileage based on their weekly amounts of miles they drive for district business and home visits. Additional time will be provided for certificated staff to participate in school events virtually with students. These school wide events will include, but are not limited to the Science Fair, History Day, Math Bowl, ASB activities, PLTW, Yearbook, Media, School Clubs, School Leadership, or any other school/district supported event that involves students and preparation for student activities. Rentals/Leases/Repairs will be provided to maintain copiers needed to provide supplemental resources in the instructional materials center. A school leadership team will be utilized to collaborate best instructional practices between departments and in each department. One representative from each department will represent the entire department at leadership meetings. These department leaders will work with all teachers in their departments to collaborate and develop instruction that will benefit our students whether the instruction is through			

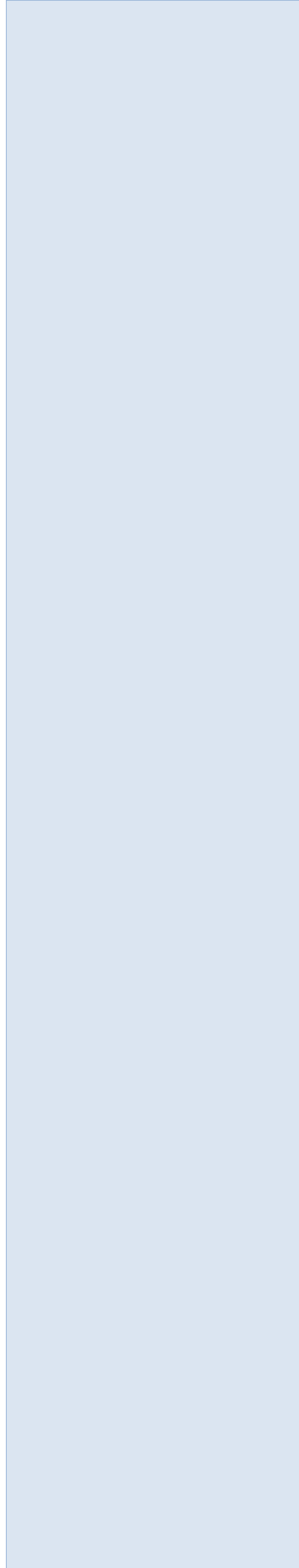| Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
distance learning or in person instruction. Leadership teachers will work with new teachers to help assist them in planning using best practices for student learning. Additional time will be provided for leadership teachers to attend meetings and work collaboratively in their teams. PLC meetings will be held to provide time for collaboration. Additional time for this collaboration (PLC) to happen outside of contract hours will be provided to ensure complete development of instructional strategies, student progress monitoring, and growth of student learning.			
Strategy #1 CSI Professional Learning Plan Emerson currently has 55% of teachers that are new to the profession. Knowing this, professional development to train teachers to use effective instructional practices, research based instructional practices, scaffolding, classroom management, and how to address student social emotional needs is important to the success of student learning. More tenured teachers also have a need to learn new research based instructional practices that would benefit their teaching and learning in their classrooms. As a leadership team, Emerson	Partial Implementation The 125,000 CSI funds, These funds were moved from PD extra time to Planning extra time. The time was used for teachers to plan instruction based on the PD learning that took place throughout the end of the year. Although out budget report shows $0 spent, there should be some money spent in this area by the end of the year. However, it will not be near the $125,000 as expected. Not as many teachers worked the extra time that was offered to collaborate and plan.	1940-1000-01 Cert PD Extra Time 3182 125000 3000-3999 Fixed Charges and Retiree Benefits 3182 25076 3000-3999 Fixed Charges and Retiree Benefits 3182 6018 1000-1999 Certificated Salaries 0043 13000	1110-1000-01 Cert Extra Time PLC 3182 0 3000-3999 Fixed Charges and Retiree Benefits 3182 0 3000-3999 Fixed Charges and Retiree Benefits 3182 0 1000-1999 Certificated Salaries 0043 3480

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
staff has developed a professional development plan that will assist all teachers on campus learn more effective instructional practices and how to implement these instructional practices in their daily instruction. The plan includes a bi-monthly focus on specific instructional practices. At the beginning of each two month period, a full training on the instructional practice of focus will be provided for all teachers in their subject area groups. Over the two month period after the initial training, teachers will develop instruction that correlates with their subject area, incorporating the strategy. This will be done after work hours, in their departments, in PLC's assisting each other as they practice the strategy with each other and model different examples of how the strategy is used in their classrooms. Teachers will be pulling instructional resources from multiple sources and discussing how the strategy will be incorporated into daily classroom instruction. Instructional coaches, APL, and administration will be visiting classrooms (virtually) to observe the instructional practices being implemented in instruction regularly. Coaches will coach teachers as needed to help them improve on new learning as they practice the instructional			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
strategies. The professional collaboration that will occur weekly between departments, co-teachers, grade level teachers, and leadership will allow time for the discussion of the focus strategy and sharing of ideas on how implementation works best in each subject area and classroom. Professional collaboration time will be allotted to inclusion teams to discuss strategies and ideas on how to assist special education students. Extra time will be provided to allow professional collaboration outside of contract hours. The strategies Emerson will focus on over the next 2 years will be: November/December 2020: Learning intentions, success criteria, building background knowledge, Reading Comprehension January/February 2021: Vocabulary Development (ELD strategies included) March/April: Balanced Literacy (Read Aloud/Close reading) September/October 2021: Graphic Organizers (thinking maps)/Write from the Beginning and Beyond November/December 2021: Continue with Write from the Beginning and Beyond January/February 2022: Shared Reading/Guided Reading March/April 2022: Collaboration			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
(conversations, 21st century learning) Certificated Extra Time for PD & FC/RB.			

Analysis

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

Professional development with the focus on good first instruction, learning intentions, success criteria, and academic vocabulary was effective in helping our teachers focus on lesson development that would be effective for our students. The time they used planning lessons around the monthly focus was extremely beneficial and allowed them time to prepare detailed lessons to focus on the school focus for that month.
Professional development and planning time was effective in helping teachers develop lessons that would help their students participate in the online learning, learn new skills, and motivate students as much as possible with the difficulties of distance learning. Collaboration between the teachers was effective in helping them to develop strong lessons, as observed through administrative, coaching, and support staff classroom visits.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The professional development was beneficial due to the lessons that were visible in classroom visits. The current student data does not show a large amount of growth, but other factors contributed to the lack of growth including distance learning and the challenges of the Covid-19 pandemic.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The actual expenditures were much less than the proposed expenditures this year. Due to the workload of distance learning, teachers struggled to make time to take advantage of the extra time provided to collaborate more regularly as a team to plan together. Most of their collaboration was done during normal contract hours during the regular work day. Professional development (conferences) were not as available this year as was planned so that didn't allow us to fully implement the conference material that was planned. That implementation will continue throughout the next school year.

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

We will continue with the professional development plan, as it is a 2 year plan. However, the needs of students and teachers has changed somewhat so the professional development provided next year will incorporate some additional strategies to support instruction. These strategies will be including getting students ready to return to school, SEL, teaching students how to follow routines and procedures, and dealing with trauma that occurred during the pandemic.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal II – English Language Arts

By Spring 2021, All students will grow 1 grade equivalency (GE) level as measured on the STAR Reading assessment.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
STAR Reading Assessments	+ 1 Grade Equivalency by Spring 2021	STAR Reading Proficiency: 18.2%, up 2.9%

Strategies/Activities for Goal II

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
English Language Arts Strategy #1 Tier 1 Core and Universal Access Strategies to be applied for all students: Good First Instruction To achieve mastery of CCSS standards, all teachers will design lessons to include Good First Instruction using the following elements: The strategies Emerson will focus on over the next 2 years will be: November/December 2020: Learning intentions, success criteria, building background knowledge, Reading Comprehension January/February 2021: Vocabulary Development (ELD strategies included) March/April: Balanced Literacy (Read Aloud/Close reading) September/October 2021: Graphic Organizers (thinking maps)/Write	Partial Implementation Additional funds were added to the supplies due to the adjustments when we received our final budget report. However, the goals and actions remained the same. The professional development plan was followed throughout the year. Teachers worked together to specifically design lessons to address the needs of our students. Some supplies for professional development were printed so we are expecting to see some money spent on duplication (approximately $500). However, it is much lower of a cost than what was actually planned.	4000-4999 Books/Supplies/Equipment 3182 25395 4000-4999 Books/Supplies/Equipment 3220 12290 5000-5999 Services/ operating expenditures (Do not include PD Costs for 5200, 5800) 0043 2000 5000-5999 Services/ operating expenditures (Do not include PD Costs for 5200, 5800) 0043 6364 4000-4999 Books/Supplies/Equipment 0043 38000	LLI Intervention Program 4000-4999 Books/Supplies/Equipment 3182 25093 4000-4999 Books/Supplies/Equipment 3220 12290 duplication 5000-5999 Services/ operating expenditures (Do not include PD Costs for 5200, 5800) 0043 500 contracted maintenance 5000-5999 Services/ operating expenditures (Do not include PD Costs for 5200, 5800) 0043 6364 4000-4999 Books/Supplies/Equipment 0043 43650

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
from the Beginning and Beyond November/December 2021: Continue with Write from the Beginning and Beyond January/February 2022: Shared Reading/Guided Reading March/April: Collaboration (conversations, 21st century learning) Design focus lessons that allow all students to access and master CCSS standards by incorporating opportunities for reading, writing, listening, and speaking. Additional planning time for teachers will be provided to ensure lessons meet the above criteria. Students will be able to state what they are learning and why they are learning it. Design lessons that include collaborative conversations, using thinking maps and sentence frames when appropriate. Teachers will attend virtual conferences to further their learning on effective teaching strategies and programs for student instruction and academic success. The effectiveness of Good First Instruction will be monitored through online classroom visits, coaching, and student growth on STAR and Achieve assessments Balanced Literacy approach will be utilized in all ELA classrooms.	Teachers worked together to focus on lesson design incorporating the strategies we were focusing on as a school. Write from the Beginning and Beyond was purchased once the trainings were available. This didn't happen until the end of the year (March) so the strategies will be implemented during the remainder of this year and next school year.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Read alouds, shared reading, close reading, independent reading, and paired texts will be utilized in ELA classrooms. Evidence of this approach will be visible during virtual classroom visits and coaching. Training and/or coaching in these areas will be provided to staff to ensure clarity of expectations. To improve student writing, the use of "Write from the Beginning and Beyond" by Thinking Maps will be utilized in classrooms to assist students in their writing ability development. In an effort to increase student writing abilities, quick writes, evidence based structured responses, modeled writing, shared, writing and independent writing will be utilized. Student writing samples will reflect the instruction in these areas in ELA classes and will be monitored for student growth. Training in these areas will be provided to staff to support student learning. ELA Achievement: In an effort to increase reading comprehension so students can access grade level texts, all students will be expected to meet their quarterly Accelerated Reader (AR) goals. Teachers and students will use AR to ensure students are reading at their lexile levels or zones of proximate development. Incentives, rewards, and	Certificates for students who achieved success in their reading goals were provided. Prizes, etc. were not given out because we were not allowed to mail home prizes during distance learning. Synchronous/Asynchronous learning was visible in classrooms and lesson plans throughout the year MTSS meetings were held as needed throughout the year. Students were supported in their needs through asynchronous learning, office hours, and small group intervention. Co-teaching was more effective this year than in the past. Teachers assigned to work together this year did a wonderful job planning, teaching, and meeting student needs together as a team.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
prizes will be earned by students who meet these goals throughout the school year. Certificates and positive feedback will be mailed home during distance learning. Synchronous/Asynchronous Learning Teachers will utilize synchronous and asynchronous learning principles to provide differentiated lessons to meet the needs of all students. This time utilizes small group instruction, peer coaching, 1-1 support and other strategies as needed. Tier II and Tier III Students: Students who struggle in the areas of reading will be referred to the MTSS instructional team. This team will meet to determine student need, a plan of action to support the student, and a way for the actions in the plan to be implemented in the classroom. Extra support will be provided to these students through asynchronous learning. Special Education Students: Special education students will be supported based on their IEP goals. Special education teachers will attend classes with students using the co-teaching model. The special education teacher will work with students in asynchronous grouping, provide support during	During distance learning, technology was highly used. Online libraries and reading material was beneficial for our students. Professional development was provided on site by coaches and APL utilizing the visible learning strategies discussed in the visible learning book series. All teachers received the materials for the visible learning strategies in their content area. Achieve 3000 has been used regularly in the reading classes. LLI Kits were purchased. However, we have not yet received them due to backorder. As soon as they arrive, we will begin using them for our reading and ELD classes.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
synchronous learning, and have an active role in ensuring student needs are addressed throughout the ELA and Reading instructional block. Time will be provided to allow co-teachers to professionally collaborate and work together for effective student support during the instructional day. Supplemental Resources: Technology Technology will be utilized to ensure that teachers and students have equitable access to the instruction and learning. Materials will be provided for teachers and students to teach and learn effectively through distance learning. Visible Learning Teachers in specific subject areas will attend professional development in the visual learning for their subject area. This professional development will include the strategies in the books "Visible Learning for Literacy, " "Visible Learning for Science," "Visible Learning for Social Studies," "Teaching Mathematics in the Visible Learning Classroom," and "Improving Adolescent Literacy." The focus for these professional developments will be on using strategies to address student reading, writing, and all literacy skills in each academic subject area.	Instructional support was provided regularly throughout the year by academic coaches, APL, and administration. Lead teachers for each department met regularly with the leadership team. They also met regularly in departments during PLC meetings and extra time to collaborate and plan. PLC meetings were held regularly, as in the Emerson master calendar. Supplies were purchased to provide instruction virtually. Several items were provided to allow teachers to show students real examples through		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Achieve 3000 Students will have access to lessons assigned to them through Achieve 3000 to ensure they develop reading skills throughout the school year. All subject areas will be able to use the program, but Reading classes will ensure that lessons are routinely assigned weekly so students will develop reading skills throughout the year. LLI LLI kits will be purchased for all reading classes, pull out reading intervention groups, and ELD classes. The materials will be used to assist teachers with teaching students to increase their reading abilities. LLIEfficacy Study 2011-2012–urban schools LLI Efficacy Study 2011-2012 An additional independent LLIEfficacy Study was conducted by the Center for Research in Education Policy (CREP) at the University of Memphis examining the efficacy of LLIinstruction on struggling readers in urban districts in Denver, Colorado. A total of 320 K–2 students participated in this mixed-methods randomized controlled trial (RCT) that included both quantitative and qualitative data. The students were matched demographically and randomly assigned to treatment and control	virtual learning. Virtual learning supplies such as double monitors for instruction, technology programs, items for the science lab, etc. were also provided.		

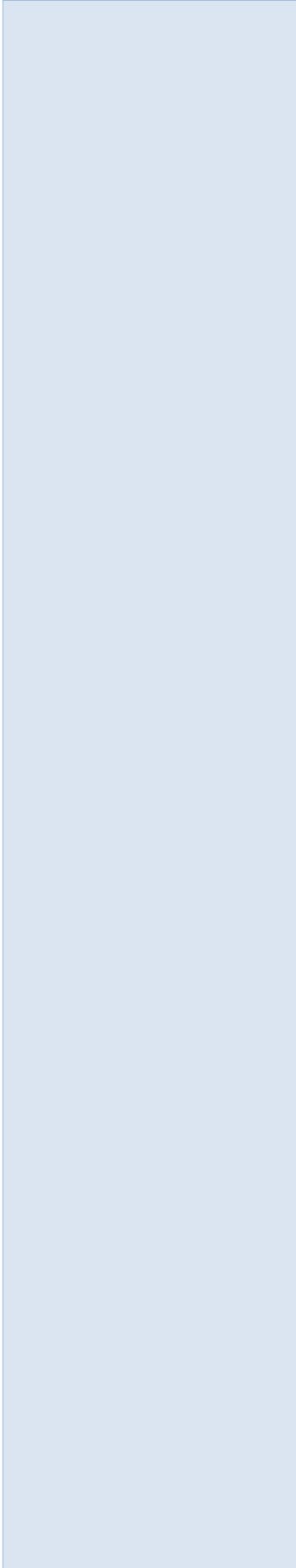| Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
groups. There were four key purposes of this study: (1) to determine the efficacy of the Leveled Literacy Intervention System(LLI) in increasing literacy achievement for urban K–2 students and associated student subgroups; (2) to examine LLI Systemimplementation fidelity in urban settings; (3) to determine perceptions of the LLI Systemaccording to relevant stakeholders; and (4) to corroborate the Fountas & Pinnell Benchmark Assessment Systemwith established literacy assessments (i.e., the Developmental Reading Assessment, 2nd Edition [DRA2] and the STAR Early Literacy Assessment). Instructional Support Instructional support will be provided through instructional coaching to ensure that the elements of good first instruction, balanced literacy, student writing strategies, synchronous and asynchronous learning, and achieve 3000 is being utilized. Instructional support will also be provided by academic coaches and the academic program leader. Lead Teachers Lead teachers for each department will be provided to ensure collaboration and PLC in planning. Lead teachers will also be part of the leadership team on campus. These teachers			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
will be provided extra time to collaborate and support the teachers in their teams. PLC Teachers will meet in their PLC teams at least bi-weekly, preferably weekly to plan collaboratively. Bi-weekly meetings will only be for teachers who teach two subjects. Weekly meetings required for all single subject teachers. Meetings will be held through Zoom during distance learning. Supplies and Equipment Supplies to support instruction and student events will be provided to support student learning. These supplies are in addition to the normal instructional supplies by our general office funding. They will aide in the support of student learning during distance learning and as we transition back to in person instruction. Various supplies will be needed and are, but not limited to: Instructional Strategies books for teachers to use in correlation with professional development provided at the school site, supplies from GW to support new teacher classroom supplies, additional monitors for teachers so they will have two screens to work with students during distance learning, microphones for teachers and students to hear each other through distance learning, Special programs such as			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Ramsey Solutions to excel learning for our students, online programs to support student learning, various supplies for the instructional materials center so teachers will have access to any supplies they need to create interactive learning opportunities, supplies to assist teachers in showing students examples of learning through the computer, large post it notes and poster paper for visual learning, markers, paint, materials for our science lab including shelving, furniture, and science equipment so the teachers can show science experiments being done through the computer via zoom, supplies to support professional development including but not limited to binders, books, and office supplies, and any other supplies the teachers may request to assist them in their instructional practices. Supplies will also be provided to promote a positive school environment as students return to school from distance learning to in person instruction. These supplies may include, but are not limited to posters, lanyards, headphones, Emerson logo items, motivating items such as bookmarks, pens, pencils, etc.			

Analysis

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

Partial implementation of the strategies and activities were achieved.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Due to distance learning and the Covid-19 pandemic, it was difficult to get the students to engage in reading and reading activities. A lot of the students were disinterested in reading and it was hard to keep them focused on the reading. The students who were interested in reading struggled with only having a digital library and not having the printed books to read. The programs that were provided to assist instruction through distance learning were effective in engaging the students and providing meaningful instruction for the students.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The differences in materials are due to the contingency that was set aside at the beginning of the year. Once the contingency wasn't needed, the extra money was placed in supplies. However, there was more money than was actually needed to meet the goals. Some of the money wasn't spent because it didn't cost as much as planned.

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.

As we return to in person instruction, reading intervention and writing intervention will be provided in multiple ways. We will provide tutoring, in class intervention and small group, reading and writing classes, and balanced literacy strategies.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal III – Language Supports

By Spring 2021, 67% of EL students will increase at least one ELPAC level or reclassify in 2020-2021

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC Levels	+1 Overall ELPAC Level	Assessment results for ELPAC are not yet available however, below is the STAR reading results for our EL students. They will help us predict if we made our goal or not: Instructional Reading Level: P (0.0 - 0.9) 2 1% 1.0 - 1.9 10 6% 2.0 - 2.9 24 14% 3.0 - 3.9 43 26% 4.0 - 4.9 46 28% 5.0 - 5.9 9 5% 6.0 - 6.9 13 8% 7.0 - 7.9 7 4% 8.0 - 8.9 1 1% 9.0 - 9.9 1 1% 10.0 - 10.9 0 0% 11.0 - 11.9 0 0% 12.0 - 12.9 1 1%

Strategies/Activities for Goal III

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Language Supports Strategy #1 Designated ELD All ELL teachers, including special education will utilize the program English 3D to increase ELL achievement. All ELL teachers will also use Thinking Maps Path to Proficiency for English Language Learners to increase ELL achievement. All content	Partial Implementation Designated ELD was provided daily for all EL students. English 3D was utilized throughout the year. Thinking Maps Path to Proficiency for ELL's was unavailable due to the pandemic. We were unable to attend the training virtually due to the virtual training being unavailable. It is	1940-1000-01 Cert PD Extra Time 4203 (Title III) 3374	1940-1000-01 Cert PD Extra Time 4203 (Title III) 0
		4000-4999 Books/Supplies/Equipment 4203 (Title III) 12323	4000-4999 Books/Supplies/Equipment 4203 (Title III) 0
		5200 Travel and Conference 4203 (Title III) 2000	5200 Travel and Conference 4203 (Title III) 0
		3000-3999 Fixed Charges and Retiree Benefits 4203 (Title III) 5177	3000-3999 Fixed Charges and Retiree Benefits 4203 (Title III) 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
area teachers will utilize SDAIE strategies to increase ELD achievement. In order to meet the needs of our ELL students, we will level our students (ELPAC level 1 and 2)(ELPAC level 3 and 4). English 3D will be utilized with all ELD students to meet the reading domain of ELPAC Resources such as but not limited to Rosetta Stone, Achieve 3000, or Ellevation will be utilized in the classrooms to assist students in learning the English language. All teachers will provide the necessary SDAIE strategies and scaffolding for all English learners. Content will be broken down and explained in detail to ensure that students understand what is being asked of them. Ellevation will be used as a resource to monitor and support EL students in instruction. Professional development school wide will include how to use ELD strategies in all subject areas in an effort to integrate ELD instruction. This professional development will assist teachers to provide the necessary scaffolding to support English learner instruction. ELL teachers will attend the necessary training to implement these strategies. Thinking Maps, Write from the Beginning and Beyond, LLI, English 3D,	impossible to purchase the materials from the company without the training. So, we will implement this next year once we no longer have to attend virtual conferences or the company provides a virtual conference that we can attend. No money was spent in this area. All resources were utilized in ELD classrooms. SDAIE strategies were used in content area classrooms, however further training for content area teachers would be beneficial in the future to support our English learner students. Ellevation was used to monitor and support EL students throughout the year. Professional development school wide did address EL's in the area of focus. However, it did not cost anything to provide this professional development because it was provided during our normal meeting/ training hours during the contracted day. The necessary trainings were unavailable due to the pandemic. Balanced literacy kits were ordered school wide. They were paid for out of	3000-3999 Fixed Charges and Retiree Benefits 4203 (Title III) 677	3000-3999 Fixed Charges and Retiree Benefits 4203 (Title III) 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Ellevation, and Kate Kinsella are trainings that ELD teachers will virtually attend so they will have the ability to implement effective strategies in their ELD instruction. Virtual conferences will be provided to support instructional learning for our EL teachers. All English Learner students will receive balanced literacy in their ELD class as part of their ELD time. This asynchronous reading instruction for EL students will assist them with passing the reading and writing domains on the ELPAC. LTEL Support and EL with IEP LLI Intervention program will be purchased to address the reading deficiencies in our EL students. LLI will be small group intervention provided by our academic coach and regular classroom teachers. Students will attend additional instructional hours to focus on the reading skills they need to reach proficiency in their reading skills. Additional time will be provided for teachers to attend LLI training, and provide support hours outside of contract hours for student intervention. Achieve 3000 will be utilized in English Language Development classes to assist students in their reading, writing,	other funding so we did not need to use Title III funds to provide this resource. LLI intervention will begin as soon as we get the materials. They have been on backorder so we have not received them yet. However, we are working with students in small group on a regular basis during our intervention period. Achieve 3000 was used in ELD throughout the year to address reading deficiencies. Teachers were able to monitor their student's progress in Ellevation throughout the year. They also were able to monitor their reading development through the STAR reports. The majority of our EL students are struggling readers. They score mostly between 2nd and 5th grade reading levels. Our RFEP students are also monitored by teachers throughout the year in Ellevation. We		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and vocabulary development. Students will be monitored by utilizing the student growth reports in Achieve 3000. EL and RFEP Monitoring EL Progress will be monitored by ELPAC scores, and pre and post assessments in STAR reading, and formative assessments. Ellevation will be used to monitor all students progress in the EL program. Additional time will be provided for teachers to learn about their student's progress and closely monitor EL/RFEP student progress outside of contract hours. RFEP students will be monitored to ensure that students continue to make progress in their learning. Students who fall short of making progress will be supported by teachers and staff in the regular program. Scaffolding and EL strategies will be provided in all subject areas to ensure students receive support if needed.	make sure that the students continue to make progress and provide intervention as needed to ensure success.		

Analysis

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

Partial implementation of strategies and activities, although the thinking maps trainings were provided at the end of the school year (not the beginning as expected) due to the Covid-19 pandemic and online training opportunities.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Strategies are visible in the instruction provided and observed by regular classroom visits by administration, coaches, and instructional support. Effectiveness is difficult to determine because we do not have the scores from ELPAC yet, but we do expect to see some growth in our EL student levels.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The material differences were due to the pandemic. We were not able to attend the trainings and implement the strategies that we planned this year. Our goal is to continue with this plan next year, attend the appropriate trainings, and fully implement the strategies since the trainings are becoming available.

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

We will continue with the implementation of thinking maps, writing, and reading intervention to support English learner students.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal IV – Mathematics

By Spring 2021, all students will increase 1 grade equivalency (GE) level as measured by the STAR math assessment.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
STAR Math Assessment	+ 1 Grade Equivalency Level	STAR Math Proficiency Rate: 25.2%, down 5.5% from Fall 2020

Strategies/Activities for Goal IV

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Mathematics via Distance Learning Strategy #1 Tier 1 Students To achieve mastery of Common Core State Standards, all teachers will design lessons to include first good instruction using the following elements: The strategies Emerson will focus on over the next 2 years will be: November/December 2020: Learning intentions, success criteria, building background knowledge, Reading Comprehension - all in relation to Mathematics concepts January/February 2021: Vocabulary Development (ELD strategies included) - in relation to Mathematics concepts March/April: Balanced Literacy (Read Aloud/Close reading) - in	Partial Implementation Professional development was provided as planned. Instruction was planned to incorporate the strategies such as Math vocabulary, Math fluency and reading skills, lesson design including learning intentions, success criteria and building background knowledge.	4000-4999 Books/Supplies/Equipment 3220 10000 4000-4999 Books/Supplies/Equipment 0043 16350	4000-4999 Books/Supplies/Equipment 3220 10000 4000-4999 Books/Supplies/Equipment 0043 19601

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
relation to Mathematics concepts September/October 2021: Graphic Organizers (thinking maps)/Write from the Beginning and Beyond - in relation to Mathematics concepts November/December 2021: Continue with Write from the Beginning and Beyond January/February 2022: Shared Reading/Guided Reading - in relation to Mathematics concepts March/April: Collaboration (conversations, 21st century learning) - in relation to Mathematics concepts Students will be able to apply Mathematical reasoning to real world experiences through project based learning using the CCSS. Teachers will incorporate thinking maps, collaborative conversations, and the eight mathematical practices in their daily lessons. They will also emphasize solving real world problems in their daily instruction. Math teachers will create a common formative assessment (CFA) on, minimally, 1 standard per unit that students will pass with 80% or higher for mastery. Additional curriculum that targets our students academic needs will be provided to assist with student learning, including project based learning utilizing a garden to reinforce mathematical concepts learned in the	Materials were purchased to provide manipulative and real life experiences virtually through teacher demonstration. Due to the pandemic, the garden was not implemented as planned. Teaching staff were not on campus and unable to provide that example. PLC collaboration time was provided and additional collaboration time was provided to address the goals of the school professional development plan. Coaching was provided to incorporate Number talks, mathematical mindsets and STEAM activities. Materials were purchased to provide a STEAM lab where teachers can demonstrate concepts virtually. Programs such as next generation math nearpod, peardeck, and freckle were utilized throughout the year. Lesson studies were not possible due to the pandemic. However, they would be beneficial in the next school year as we		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
traditional virtual classroom. PLC collaboration time will be provided so teachers will plan their units collaboratively. You Cubed, Mathematical mindsets, Number Talks, and Jo Bolar strategies will be used to provide high quality instruction in Math classes. Professional development in these areas will be provided virtually through online trainings and academic coaching. STEAM activities will be provided for students in the Math classes. Materials and resources needed for these activities will be provided, based on student, class, or activity need. Next Generation Math and Freckle will be utilized to provide supplemental Math practice and concepts to assist students in their learning of Math. Teachers will continue to participate in lesson studies to work towards the improvement of Math instruction. These lesson studies will be with each other and also in collaboration with other schools/campuses. A Math Academic Coach will be provided to work with teachers on their math instruction and strategies for student engagement. Student Monitoring The monitoring of student progress in Math, will be done in several ways. STAR Math and formative assessments will be given periodically throughout	return to in person instruction. Small group instruction was provided during asynchronous time, office hours, and intervention block. Co-teachers worked well together to support student needs this year as visible during classroom visits virtually. Supplies were purchased and distributed to students throughout the year.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
the year to determine student growth and need. Programs for distance learning will be provided to assist teachers in teaching concepts in meaningful ways. These distance learning programs to be purchased are (but are not limited to) Gimkit, NearPod, and PearDeck. Tier II & Tier III Students Students who are struggling in the area of Math will be provided additional support during the regular instructional day. This support will be provided by pulling students into small groups (in Zoom while distance learning). The strategies and materials will be different to help students understand the concept being taught. Students who continually struggle will be referred to the MTSS team. This team will develop a plan for the student to be successful and the teacher will ensure that the appropriate interventions will be provided in the classroom. Special Education Students Students who have an IEP in Math will be provided support through their Math Special Education teacher. This teacher will be a co-teacher in the Mathematics classroom. The teacher will provide support, scaffolding, and			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
the support outlined in the student's IEP daily. Supplemental Supplies and Equipment Supplemental supplies will be provided for students so they can learn Math during distance learning. These supplies will help students understand Math concepts and the supplies will include, but are not limited to, dry erase boards, dry erase pens, calculators, tactile Math supplies, Math books and teaching resources, large post it notes and poster paper for visual learning, markers, paint, supplies to support professional development including but not limited to binders, books, and office supplies, and any other supplies the teachers may request to assist them in their instructional practices.			

Analysis

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

Intervention during the instructional day was provided by the small groups in zoom and with the co-teachers. Programs were purchased to help teachers provide math instruction virtually. The distance learning programs that were used assisted the students in learning math concepts.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Although we had some amazing math lessons, the distance learning caused a barrier to student learning. It was difficult for the students to learn math concepts virtually due to multiple issues the virtual environment caused. According to STAR Math assessment, our student's Math scores dropped.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We spent more money on Math than what was previously planned. The increase was allowable when we were able to place the contingency back into our budget. STEAM materials were provided.

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

We will continue with the goal of moving students up in their math abilities.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal V – Mental Health/Emotional Well-Being

Emerson will attain at least 95% attendance rate during the 2020-2021 school year.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance	95% Attendance	96% attendance rate as of 3/1/21

Strategies/Activities for Goal V

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Strategy #1 Tier 1 - All Students School Safety Plan SSC and the Leadership Team will meet annually to update the Comprehensive School Safety Plan relevant to the needs and resources of our school. Annual training on the proper safety procedures included in the School Safety Plan will be held annually for all staff. Teachers will use PBIS strategies to keep students engaged in learning by: • developing a 60 day plan based on school needs • write positive referrals for students who demonstrate positive behavior (and mail them home due to distance learning) Support will be provided to teachers by:	Full implementation Although our budget report shows that we only spend $2968, we do plan to spend the remaining money set aside for postage during the rest of the school year. We have a lot of certificates and student awards to mail home towards the end of the school year. We expect the full $6001 to be spent. Our School Safety Plan was developed and approved by our SSC. Training was provided at the beginning of the school year for proper safety procedures. Our school PBIS and discipline strategies were implemented. Referral and suspension rate dropped drastically during virtual learning.	Postage 5000-5999 Services/ operating expenditures (Do not include PD Costs for 5200, 5800) 0043 6001	5000-5999 Services/ operating expenditures (Do not include PD Costs for 5200, 5800) 0043 6001

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
- training provided on the matrix that distinguishes Office Discipline Referrals (ODR) vs. Virtual Classroom Management behaviors - training on strategies to address student behavior problems such as restorative practices All staff will utilize restorative practices, including online conferences when students display negative behavior Student incentives will be provided for students who demonstrate positive behavior. Supplies needed to provide these incentives include, but are not limited to certificates, printing, and mailing of incentives. Behavior Intervention Specialist (BIS) will be provided to work with students and their social emotional needs. BIS will also work with classroom teachers to support students, based on individual needs. CPAL - extra CPALs will be provided to ensure student safety and assist with student supervision - Transition from elementary to middle school will be addressed by incoming students attending a meeting where	BIS, Campus Supervisor, Restorative teacher, vice principal, and CPALS provided support for students who were struggling. They did home visits when necessary, attended virtual classes, and assisted students and families as much as possible. Plans to focus on returning to school and helping students get used to the procedures and being on campus again have been made. Virtual conferences were not available to support this area.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
school procedures, expectations, routines, and introductions to teaching staff will be made.

Tier II and Tier III Students

MTSS process will be utilized for students who struggle with attendance, behavior, mental health, and social emotional well being. The MTSS team will develop a plan for students to be successful and the appropriate support provided. All subgroups will be provided targeted assistance. We will focus on African American, Hispanic, English Learner, Homeless, and Foster Youth by providing special programs that support them. These programs will include (but are not limited to), social groups that meet do discuss their individual needs, girl and boy groups, and group activities that will assist them in their development. During virtual learning, this will be provided virtually and once we are back on campus these groups will meet in person. Outside referrals will be made as needed to provide support for students.

Conferences will be provided to support the development of employees knowledge in assisting students in their social emotional well being. These conferences | Incentives were mailed home by teachers and by administration to celebrate student success in the virtual learning environment.

Culture was celebrated district wide. Teachers used lessons to celebrate different cultures during instruction. | | |

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
will be selected as virtual conferences become available. Teachers and School staff will mail home incentives. These incentives will be postcards for great things the students do while distance learning, positive recognition for grades, behavior, and any student accomplishments. Postage will be provided to send these items through the mail. Cultural Linguistic Responsiveness As a school, we will celebrate all cultures by having months that are related to our student's cultural backgrounds. Examples of these are Hispanic Heritage, Black History months, and the monthly curriculum that is given to us by the district to teach culture responsiveness. **Mental Health and Social and Emotional Well-Being**			

Analysis

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

Student incentives and rewards to celebrate student success were mailed home to students and their families. During distance learning, celebrating student success was difficult to do virtually. Mailing their awards was beneficial to celebrate the successes they had through this difficult year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The student assistance that was provided throughout the year by BIS, CPALs, and our campus supervisor was effective in assisting the students who were struggling throughout the year. They have been able to attend classes with students, monitor student achievement and social awareness, and encourage students to achieve success in their education.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No material differences, the full $6001 is expected to be spent by the end of the school year.

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

The goal will continue, but we will provide services in multiple ways. These will include SEL lessons when we return to in person instruction, special groups to help with struggling students that focus on specific student needs,and classroom support.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal VI – Family and Community Engagement

Emerson will increase the number of parents who attend FACE parent events by 7 parents, as measured by event sign in sheets.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Attendance to Parent Events	10 or more parents per event	Below 10 parents per event

Strategies/Activities for Goal VI

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Family and Community Engagement Strategy #1 Virtual Parent Activities and Family Engagement: Monthly Parent Cafe (meet with principal, school data, intervention, support, etc.) One or more parent education sessions (parent project, how to use zoom and google classroom, checking your student grades in Aeries, etc.) One or More Community Organization Presentations Relationship Building Sessions (such as Zumba, walking groups, etc.) Resources for Families (referrals to Gleaners, wellness center, hope center) Technology support for parents (Google Classroom, Aeries Gradebook, Parent Portal, etc.) Fun, team building activities for families (painting, craft nights, etc.	Partial Implementation Virtual parent activities were provided. Some of the activities were teaching activities that helped parents to understand the technology their student were using during virtual learning. Others were family activities such as family game nights. Since we were virtual, the parent activities did not need to have supplies purchased for them to participate. So, supplies were purchased to provide opportunities for parents to receive books from the parent center that would help them in	2000-2999 Classified Salaries 3150-2495 2000	2000-2999 Classified Salaries 3150-2495 0
		3000-3999 Fixed Charges and Retiree Benefits 3150-2495 645	3000-3999 Fixed Charges and Retiree Benefits 3150-2495 0
		4000-4999 Books/Supplies/Equipment 3150-2495 1316	4000-4999 Books/Supplies/Equipment 3150-2495 1311
		5000-5999 Services/ operating expenditures (Do not include PD Costs for 5200, 5800) 3150-2495 750	duplication 5000-5999 Services/ operating expenditures (Do not include PD Costs for 5200, 5800) 3150-2495 0
		4000-4999 Books/Supplies/Equipment 0044 1930	4000-4999 Books/Supplies/Equipment 0044 1930
		4000-4999 Books/Supplies/Equipment 0044 6070	4000-4999 Books/Supplies/Equipment 0044 6070
		5000-5999 Services/ operating expenditures (Do not include PD Costs for 5200, 5800) 0044 2500	5000-5999 Services/ operating expenditures (Do not include PD Costs for 5200, 5800) 0044 0
		Translation Services 5800 Professional Consulting Services 0043 2000	5000-5999 Services/ operating expenditures (Do not include PD Costs for 5200, 5800) 0043 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
- materials picked up and session ran through zoom)

Supplemental supplies needed for family events include, but are not limited to, copper tape, canvas, paint, books, crafts, snacks and drinks, t-shirts for parent university and parent advisory groups, LED light bulbs, batteries, board games, books, cardstock, Math manipulatives, canvas, paint, brushes, stickers, paper goods such as cups and napkins, school supplies, incentives such as lanyards, decorations and signs for events, duplicating, light snacks for parents, and scrapbooking supplies. Parent center will provide necessary supplies, parent incentives, snacks, or any other needed materials for parents to participate in the activities and programs through our FACE/parent center. Technology for the FACE department will also be provided to support communication through distance learning. Laptop for the FACE liaison will be provided so she/he can communicate with parents remotely.

Parents will be invited to school events through multiple sources including phone calls, parent square, parent portal, mailed flyers, school calendar, online parent center, emails, zoom, and personal invitations. Students in Tier II and Tier III will be personally | supporting their students. We also purchased curriculum to provide parenting classes.

Most of the communication to parents was done virtually this year through parent square, phone calls, etc. Since we were virtual, we did not need to provide copies of flyers etc. because they were all sent digitally.

All parents were invited to participate on our school committees. We met regularly to keep them informed and allow them to provide their input to key decisions the school made throughout the year.

Extra time was not utilized as planned because we did not hold a lot of events outside of contract hours.

Duplicating wasn't necessary due to the virtual communication methods. | | |

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
invited to school wide events through personal phone calls made by school staff. FACE department will promote virtual school events through our parent center.

Parent input is extremely important to us. Each parent (SSC, ELAC, AAPAC, etc.) committee has the opportunity to assist in the development of the school plan and assist in making changes as needed throughout the school year. Some of the input suggested by parents this year includes improving student engagement strategies, using SDAIE strategies in all classrooms, and providing incentives for students to attend school. All of these suggestions from parents have been incorporated in the plans for the next school year.

Extra time will be provided for staff to attend parent events outside of contract hours.

Duplicating will be provided to send parents information home regarding their students education, FACE events, and special meetings.

Supplies for technology use and activities during distance learning will be provided so parents can attend the activities through the parent center.

Translators will be provided to ensure parents understand meetings with teachers, | Translators were provided during regular contract hours so we did not need to pay translators extra this year. | | |

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
MTSS, and IEP teams. Extra pay will be provided for translators who are working outside of contract hours.			

Analysis

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

Parents were invited to multiple events including online classes, SSC/ELAC/AAPAC meetings, conferences.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Emerson has difficulty in achieving parent participation in the school setting. We invite them in multiple ways, provide activities and learning that would benefit them, and do all we can to get them to attend parent conferences. However, with all of our efforts, we would like to increase the parental involvement at our school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Most of the material differences were due to virtual learning this year. Duplication was not needed because flyers were sent home virtually. Extra time was not necessary because we were able to hold our meetings during contract hours. Translation services were also not needed because we were able to provide all of these services during contract hours of bilingual staff.

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

The goal with remain the same, but we will do what we can to involve more parents when we are able to invite them on campus once we return to in person instruction and the pandemic is no longer a threat.

District Services and Technical Assistance

The LCAP goals and actions support student achievement for all students. District Department Teams support BCSD's Service Delivery Team working in a coordinated effort to provide assistance to schools.

Included	Program	Description
	Community Based English Tutoring (CBET)	Provides services for parents and students to interactively develop English skills and support at home learning.
X	District Summer Learning	Provides opportunities to all students and targeted instruction to strategic or intensive Title I students, English learners, and migrant students as funds are available.
X	English Learner Services & Immigrant Services (Title III)	Provides Professional Development to teachers, all administrators, and all school support staff in language acquisition pedagogy inclusive of research-based strategies that are part of the EL Toolkit. DELAC parents also receive classes on English learners and the pathway to reclassification and the benefits of being bilingual. Teachers receive training in E3D supplemental program and BrainPOP ELL that also supplements the EL program; students are able to access both programs with teacher support. In addition, immigrant students also have access to Rosetta Stone to supplement their learning using their primary language . Training and oversight of the English Learner Advisory Committees (ELAC) and District English Learner Advisory Committee (DELAC).
X	Family and Community Engagement (LCFF & Title I)	Provide resources, services and support for all families. Coordinates District wide and targeted training for staff and parents. Provides training and oversight of District Advisory Committee (DAC).
	Regional Parent Learning Centers (LCFF)	Builds capacity of parents and families to support student learning and build partnerships with community resources.
X	Migrant (Region XXI)	Provides services to extend and enrich learning for identified students through actions of the Regional Application. Provides training and oversight of the Regional Advisory Committees (RAC).
	National Youth Sports Program (NYSP) (Title I)	Offers a supplemental summer program for targeted students to increase access to positive roles models and participation in productive activities, as well as improving participants' self-esteem and confidence. Students are taught goal-setting in addition to identifying careers that they want to pursue. The program is held on a university campus to get students acquainted with college so that they can aspire to higher education.
	Pre-Kindergarten (State Pre-school Funds)	Provides instruction in a secure, developmentally appropriate environment using district adopted curriculum that addresses the social, emotional, cognitive, and physical needs of 3 and 4 year olds. To transition prekindergarten students to kindergarten, opportunities are provided to visit kindergarten classes, eat in the cafeteria, and utilize the school library.
X	Special Education	Special Education Services are provided through each student's Individual Education Plan. In addition, Program Managers, Program Specialist, School Psychologist, Speech and Language, Behavior Specialists are also available for consultation and school site staff training services.
X	McKinney-Vento/Homeless/Foster	Provides immediate enrollment of homeless and foster students, assists with their attendance and academic success, and ensures that homeless students have equal access to a free and appropriate public education granted to all other students.
X	Wellness Centers: 4th Street (Between Emerson & Mckinley) Center Street (Between Sierra & Garza) South Chester (corner of P St & Ming Ave)	Bakersfield City School District has recently opened School Wellness Centers with the intent of promoting student physical, mental and emotional health. Our Mission- We are committed to providing comprehensive medical and mental-health care, treatment and health education to our children. Our Providers: Nurse Practitioner, School Social Worker, School and Community Facilitator, Medical Assistants, Optometrist, and Office Staff.

Included	Program	Description
	Jewett Ave (Near Stella Hills)	

Budget Summary: Allocations

Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

Description	Amount
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,028,352.00

Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

o   Coordinating Federal Funds for strategies to meet the goals in the SPSA. (Not Consolidating Funds)

Federal Programs		Allocation
X	Title I, Part A: Schoolwide Program (3150)	$307427
	Title I, Part A: Targeted Assistance Program (3010)	$
X	Title I, Part A: Parent Involvement	$4982
X	ESSA Comprehensive Support & Improvement (CSI-3182)	$181489
X	Other: ESSER 2: (3212)	$54604
	Other:	$

Total amount of <u>federal</u> categorical funds allocated to this school $548500

List the State and local programs that the school is consolidating in the schoolwide program. Duplicate the table as needed.

o   **Coordinating State and Local funds for strategies to meet the goals in the SPSA. (Not Consolidating Funds)**

State or Local Programs		Allocation
X	Local Control Funding Formula (LCFF)	$469350
	Extra-Curricular Lunch Program (LCAP)	$

X	Family and Community Engagement (LCAP)	$10500

Total amount of <u>state</u> categorical funds allocated to this school $479850

Total amount of <u>state and federal</u> categorical funds allocated to this school $1028350

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
Polo Marquez	Principal
Mark Joseph	Classroom Teacher
Henry Sanchez	Classroom Teacher
Leslie Morse	Classroom Teacher
Abigail Rodriguez-Prieto	Other School Staff
Roshanda Dunn	Parent or Community Member
Adriana Sanchez	Parent or Community Member
Maricruz Beltran	Parent or Community Member
Gabriela Banuelos	Parent or Community Member
Mirna Ramirez	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.

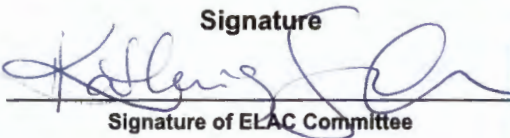# Recommendations and Assurances

Emerson Middle School

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:
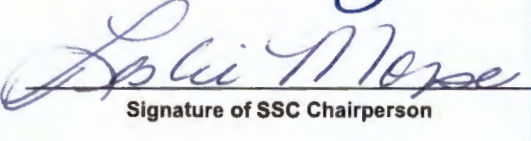
Signature	Committee or Advisory Group Name
Signature of ELAC Committee	English Learner Advisory Committee Katherine Scheler

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 May 6, 2021.

Attested:

Signature of Principal	Principal, Polo Marquez on May 6, 2021
Signature of SSC Chairperson	SSC Chairperson, Leslie Morse on May 6, 2021