

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ralph Emerson Elementary School	19- 64337- 6011894	December 5, 2024	DEcember XXXXXXXXXX, 2024

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

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

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

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

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

- Emerson Elementary School did not qualify for Title I for the year 2024-25
- School plans aligned to LCAP goals for Reading/Language Arts and Mathematics
- School accountability aligned to LCAP accountability (Dashboard), including SBAC results in Reading/Language Arts and Mathematics
- Federally funded programs are aligned to the requirements of each of those programs
- CSI, TSI, and ATSI requirements will be followed as schools are identified for support and intervention (new program improvement)
- Parent involvement and engagement are a priority of the district
- Professional development of certificated and classified staff is based on the needs of students and staff to increase student achievement
- The School Site Council performs development and monitoring of the school plan activities and expenditures

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The principal has shared CAASPP data and reviewed SPSA goals with Emerson faculty on August 27, 2024, with School Site Council on September 25, 2024, and ELAC on September 20, 2024. In addition, the draft of the SPSA for 2024 was sent out to all parents and staff on December 5, 2024, through Blackboard encouraging any parent to provide input. All stakeholders were given the opportunity to provide feedback and suggestions for the plan as part of the update process.

Resource Inequities

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

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

Emerson is not an ATSI or CSI school.

No resource inequities have been identified due to the required needs assessment.

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

All schools are staffed using the same formula.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

There are no categories in which overall performance was in the red or orange categories for All Students.
Chronic Absenteeism - YELLOW
English Language Arts - YELLOW
Mathematics - GREEN
English Learner Progress - YELLOW
Suspension Rate - BLUE

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

The following subgroups are two or more performance levels below "all student" performance.
Chronic Absenteeism - Students with Disabilities - RED
Suspension Rate - English Learners - YELLOW
Suspension Rate - Socioeconomically Disadvantaged - YELLOW

Other Needs

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

Emerson identifies needs in the ELA and Math performance for English Learner and Socioeconomically Disadvantaged students.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	2.37%	1.59%	1.85%	14	9	10
Asian	7.11%	5.83%	5.93%	42	33	32
Filipino	2.20%	1.59%	1.85%	13	9	10
Hispanic/Latino	16.58%	15.55%	15.93%	98	88	86
Pacific Islander	%	0.18%	%	0	1	
White	62.61%	64.66%	62.41%	370	366	337
Two or More Races	4.40%	4.24%	4.81%	26	24	26
Not Reported	4.74%	6.36%	7.22%	28	36	39
Total Enrollment				591	566	540

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	102	95	61
Grade 1	83	95	73
Grade 2	95	83	98
Grade 3	96	98	94
Grade 4	93	96	96
Grade 5	122	99	96
Total Enrollment	591	566	540

Conclusions based on this data:

- Emerson's overall enrollment has declining overall and reduced by 26 students from 2022-23 to 2023-24.
- Grades K-3 are seeing the most decline with steadier numbers in grades 4 and 5.
- The White subgroup remains the largest in numbers consistently.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	139	135	123	23.1%	23.5%	22.8%
Fluent English Proficient (FEP)	65	69	56	12.8%	11.0%	10.4%
Reclassified Fluent English Proficient (RFEP)				10.8%		

Conclusions based on this data:

1. About one fourth of Emerson's student population included students which are English Learners. (123 ELs/540 All students)
2. The percent of FEP and RFEP students has only a 10% difference.
3. RFEP data has not been reported by the CDE for the last two yeears.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	98	97	97	97	95	88	97	95	88	99.0	97.9	90.7
Grade 4	98	96	96	90	94	95	90	94	95	91.8	97.9	99
Grade 5	122	98	98	121	95	95	121	95	95	99.2	96.9	96.9
All Grades	318	291	291	308	284	278	308	284	278	96.9	97.6	95.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2429.	2419.	2420.	27.84	20.00	23.86	24.74	25.26	25.00	24.74	28.42	19.32	22.68	26.32	31.82
Grade 4	2490.	2489.	2474.	33.33	32.98	32.63	24.44	28.72	21.05	27.78	19.15	21.05	14.44	19.15	25.26
Grade 5	2521.	2518.	2512.	26.45	30.53	24.21	38.02	28.42	38.95	14.05	22.11	15.79	21.49	18.95	21.05
All Grades	N/A	N/A	N/A	28.90	27.82	26.98	29.87	27.46	28.42	21.43	23.24	18.71	19.81	21.48	25.90

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 3	18.56	17.89	18.18	61.86	63.16	61.36	19.59	18.95	20.45	
Grade 4	25.56	26.60	26.32	65.56	63.83	58.95	8.89	9.57	14.74	
Grade 5	26.45	21.05	23.16	57.02	65.26	61.05	16.53	13.68	15.79	
All Grades	23.70	21.83	22.66	61.04	64.08	60.43	15.26	14.08	16.91	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	16.49	15.79	18.18	55.67	53.68	53.41	27.84	30.53	28.41
Grade 4	22.22	22.34	17.89	65.56	58.51	57.89	12.22	19.15	24.21
Grade 5	19.01	24.21	16.84	60.33	57.89	65.26	20.66	17.89	17.89
All Grades	19.16	20.77	17.63	60.39	56.69	58.99	20.45	22.54	23.38

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.43	13.68	6.82	78.35	71.58	76.14	7.22	14.74	17.05
Grade 4	12.22	13.83	13.68	72.22	71.28	70.53	15.56	14.89	15.79
Grade 5	17.36	11.58	18.95	75.21	83.16	69.47	7.44	5.26	11.58
All Grades	14.94	13.03	13.31	75.32	75.35	71.94	9.74	11.62	14.75

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	18.56	17.89	12.50	64.95	63.16	70.45	16.49	18.95	17.05
Grade 4	14.44	22.34	13.68	75.56	63.83	69.47	10.00	13.83	16.84
Grade 5	25.62	22.11	17.89	59.50	62.11	69.47	14.88	15.79	12.63
All Grades	20.13	20.77	14.75	65.91	63.03	69.78	13.96	16.20	15.47

Conclusions based on this data:

1. Lessons need to focus on comprehending both literary and non-fictional texts across the grade levels. 16.91% below standard.
2. Research/inquiry is an area which students below grade level need more support with. 15.47% below standard.
3. Investigating, analyzing and presenting information are skills students need to master while using both literary and non-fictional texts and be able to communicate the findings.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	98	97	97	97	97	93	97	97	93	99.0	100.0	95.9
Grade 4	98	96	96	96	95	95	96	95	95	98.0	99.0	99
Grade 5	122	98	98	121	96	97	121	96	97	99.2	98.0	99
All Grades	318	291	291	314	288	285	314	288	285	98.7	99.0	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2446.	2428.	2436.	25.77	11.34	22.58	38.14	36.08	25.81	16.49	28.87	24.73	19.59	23.71	26.88
Grade 4	2496.	2500.	2489.	26.04	30.53	28.42	31.25	27.37	24.21	31.25	30.53	27.37	11.46	11.58	20.00
Grade 5	2524.	2526.	2510.	28.93	31.25	23.71	25.62	20.83	20.62	23.14	22.92	26.80	22.31	25.00	28.87
Grade 11															
All Grades	N/A	N/A	N/A	27.07	24.31	24.91	31.21	28.13	23.51	23.57	27.43	26.32	18.15	20.14	25.26

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	30.93	16.49	23.66	53.61	63.92	51.61	15.46	19.59	24.73
Grade 4	37.50	32.63	28.42	50.00	53.68	49.47	12.50	13.68	22.11
Grade 5	28.93	29.17	20.62	48.76	45.83	50.52	22.31	25.00	28.87
Grade 11									
All Grades	32.17	26.04	24.21	50.64	54.51	50.53	17.20	19.44	25.26

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	29.90	22.68	26.88	43.30	57.73	45.16	26.80	19.59	27.96
Grade 4	19.79	34.74	31.58	62.50	43.16	44.21	17.71	22.11	24.21
Grade 5	27.27	27.08	21.65	49.59	44.79	48.45	23.14	28.13	29.90
All Grades	25.80	28.13	26.67	51.59	48.61	45.96	22.61	23.26	27.37

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	24.74	22.68	25.81	65.98	59.79	58.06	9.28	17.53	16.13
Grade 4	27.08	32.63	29.47	55.21	53.68	51.58	17.71	13.68	18.95
Grade 5	22.31	18.75	19.59	60.33	65.63	68.04	17.36	15.63	12.37
All Grades	24.52	24.65	24.91	60.51	59.72	59.30	14.97	15.63	15.79

Conclusions based on this data:

1. Based on students below standard, the area of problem solving and modeling/data analysis needs to be focused on deeper understanding with concepts and procedures following closely behind..
2. Students need further exposure to testing format in addition to practicing the completion of performance tasks in the areas of mathematics to practice utilizing concepts & procedures, analyzing the data, and communicating reasoning.
3. Academic language/vocabulary in the area of mathematics continues to be a focus area at all grade levels.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1408.0	1410.0	1434.8	1413.7	1410.1	1433.3	1394.3	1409.8	1438.5	31	36	19
1	1420.5	1433.5	1435.5	1415.2	1446.7	1443.8	1425.1	1419.7	1426.6	17	30	27
2	1479.7	1455.0	1468.6	1465.3	1440.1	1476.8	1493.6	1469.3	1460.1	19	21	32
3	1512.4	1487.8	1480.8	1499.2	1480.6	1471.8	1525.1	1494.5	1489.4	19	17	24
4	1492.0	1498.7	1495.8	1475.6	1486.1	1496.4	1508.0	1510.9	1494.6	29	13	16
5	1543.0	1543.2	1529.4	1531.9	1526.6	1514.0	1553.6	1559.2	1544.5	16	22	13
All Grades										131	139	131

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.90	16.67	26.32	25.81	27.78	26.32	32.26	38.89	15.79	29.03	16.67	31.58	31	36	19
1	5.88	3.33	7.41	23.53	30.00	40.74	41.18	43.33	29.63	29.41	23.33	22.22	17	30	27
2	15.79	9.52	12.50	47.37	28.57	37.50	26.32	42.86	34.38	10.53	19.05	15.63	19	21	32
3	36.84	17.65	8.33	31.58	29.41	41.67	21.05	29.41	29.17	10.53	23.53	20.83	19	17	24
4	17.24	15.38	18.75	41.38	53.85	37.50	10.34	15.38	18.75	31.03	15.38	25.00	29	13	16
5	31.25	27.27	15.38	62.50	36.36	61.54	6.25	31.82	7.69	0.00	4.55	15.38	16	22	13
All Grades	19.08	14.39	13.74	37.40	32.37	39.69	22.90	35.97	25.19	20.61	17.27	21.37	131	139	131

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.90	16.67	36.84	22.58	33.33	15.79	41.94	27.78	15.79	22.58	22.22	31.58	31	36	19
1	0.00	16.67	25.93	35.29	40.00	33.33	41.18	33.33	18.52	23.53	10.00	22.22	17	30	27
2	26.32	9.52	28.13	42.11	38.10	34.38	15.79	33.33	25.00	15.79	19.05	12.50	19	21	32
3	36.84	29.41	33.33	36.84	29.41	25.00	15.79	17.65	20.83	10.53	23.53	20.83	19	17	24
4	24.14	30.77	31.25	41.38	46.15	43.75	10.34	7.69	12.50	24.14	15.38	12.50	29	13	16
5	43.75	27.27	23.08	50.00	45.45	61.54	0.00	22.73	0.00	6.25	4.55	15.38	16	22	13
All Grades	22.90	20.14	29.77	36.64	38.13	33.59	22.14	25.90	17.56	18.32	15.83	19.08	131	139	131

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	40.91	13.89	26.32	18.18	8.33	21.05	36.36	58.33	42.11	4.55	19.44	10.53	22	36	19
1	0.00	3.33	3.70	42.11	26.67	22.22	36.84	43.33	44.44	21.05	26.67	29.63	19	30	27
2	19.05	14.29	3.13	57.14	28.57	40.63	14.29	38.10	25.00	9.52	19.05	31.25	21	21	32
3	24.00	11.76	0.00	48.00	41.18	37.50	16.00	29.41	41.67	12.00	17.65	20.83	25	17	24
4	28.57	0.00	6.25	17.86	38.46	31.25	42.86	38.46	25.00	10.71	23.08	37.50	28	13	16
5	47.37	13.64	15.38	31.58	40.91	38.46	15.79	31.82	23.08	5.26	13.64	23.08	19	22	13
All Grades	15.27	10.07	7.63	34.35	27.34	32.06	29.01	42.45	34.35	21.37	20.14	25.95	131	139	131

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	19.35	30.56	26.32	58.06	50.00	47.37	22.58	19.44	26.32	31	36	19
1	11.76	46.67	48.15	70.59	36.67	29.63	17.65	16.67	22.22	17	30	27
2	31.58	19.05	37.50	52.63	66.67	43.75	15.79	14.29	18.75	19	21	32
3	68.42	41.18	25.00	26.32	41.18	54.17	5.26	17.65	20.83	19	17	24
4	51.72	23.08	25.00	27.59	61.54	56.25	20.69	15.38	18.75	29	13	16
5	12.50	27.27	23.08	87.50	72.73	61.54	0.00	0.00	15.38	16	22	13
All Grades	33.59	32.37	32.82	51.15	53.24	46.56	15.27	14.39	20.61	131	139	131

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	6.45	11.11	42.11	58.06	66.67	21.05	35.48	22.22	36.84	31	36	19
1	0.00	6.67	14.81	64.71	76.67	62.96	35.29	16.67	22.22	17	30	27
2	21.05	0.00	21.88	63.16	80.95	65.63	15.79	19.05	12.50	19	21	32
3	31.58	17.65	37.50	47.37	58.82	37.50	21.05	23.53	25.00	19	17	24
4	10.34	23.08	37.50	62.07	61.54	50.00	27.59	15.38	12.50	29	13	16
5	68.75	40.91	61.54	25.00	45.45	30.77	6.25	13.64	7.69	16	22	13
All Grades	19.85	15.11	32.06	54.96	66.19	48.09	25.19	18.71	19.85	131	139	131

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.90	13.89	21.05	58.06	63.89	57.89	29.03	22.22	21.05	31	36	19
1	17.65	20.00	11.11	35.29	26.67	62.96	47.06	53.33	25.93	17	30	27
2	10.53	14.29	6.25	73.68	61.90	62.50	15.79	23.81	31.25	19	21	32
3	15.79	5.88	0.00	63.16	70.59	66.67	21.05	23.53	33.33	19	17	24
4	10.34	0.00	6.25	55.17	69.23	50.00	34.48	30.77	43.75	29	13	16
5	18.75	31.82	15.38	75.00	50.00	61.54	6.25	18.18	23.08	16	22	13
All Grades	13.74	15.83	9.16	59.54	54.68	61.07	26.72	29.50	29.77	131	139	131

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	25.81	22.22	47.37	45.16	55.56	42.11	29.03	22.22	10.53	31	36	19
1	5.88	3.33	0.00	64.71	73.33	70.37	29.41	23.33	29.63	17	30	27
2	42.11	28.57	9.38	42.11	52.38	62.50	15.79	19.05	28.13	19	21	32
3	47.37	29.41	8.33	47.37	52.94	70.83	5.26	17.65	20.83	19	17	24
4	27.59	53.85	31.25	48.28	30.77	43.75	24.14	15.38	25.00	29	13	16
5	18.75	31.82	46.15	81.25	63.64	38.46	0.00	4.55	15.38	16	22	13
All Grades	28.24	24.46	19.08	52.67	57.55	58.02	19.08	17.99	22.90	131	139	131

Conclusions based on this data:

1. The number of students tested has fallen between 131 and 139 the past three years.
2. Of all EL students tested in 2023-24, the largest amount of students in this group tested out at Level 3 at 39.69%.
3. In 2023-24, only 9.16% of test students scored "well developed" in Reading.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
566	32.2	23.9	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Ralph Emerson Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	135	23.9
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	182	32.2
Students with Disabilities	56	9.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.6
Asian	33	5.8
Filipino	9	1.6
Hispanic	88	15.5
Two or More Races	24	4.2
Pacific Islander	1	0.2
White	366	64.7

Conclusions based on this data:

1. In 2022-23, 32.2% of students qualify for free or reduced lunch.

2. In 2022-23, 23.9% of students are identified as English Learners.
3. In 2022-23, 9.9% of students are identified as Students with Disabilities.

School and Student Performance Data

Overall Performance

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. English Language Arts is at the YELLOW performance level. Mathematics is at the GREEN performance level.
2. The suspension rate is at the BLUE performance level. Chronic Absenteeism is at the YELLOW performance level.
3. The PBIS training and restorative practices Emerson staff implements consistently with students is producing more positive behaviors and resulting in this blue level on the Dashboard.

School and Student Performance Data

Academic Performance English Language Arts

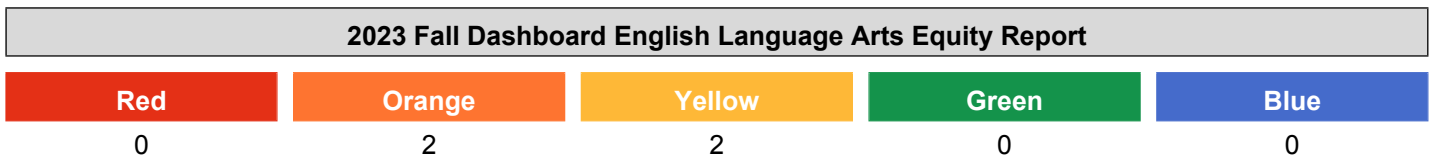
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow	 Orange	 No Performance Color
6.8 points above standard	27.7 points below standard	0 Students
Decreased -5.7 points	Decreased -8.3 points	
284 Students	73 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Yellow	118.6 points below standard
0 Students	0.2 points below standard	Decreased Significantly -51.7 points
	Decreased -5.1 points	29 Students
	101 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	 No Performance Color 0 Students	61.9 points above standard Increased Significantly +16.2 points 15 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 29.8 points below standard Decreased -5 points 42 Students	44.1 points above standard Increased Significantly +22.3 points 12 Students	 No Performance Color 0 Students	 Yellow 9.4 points above standard Decreased -6.6 points 191 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
75.8 points below standard Decreased -4.2 points 33 Students	12 points above standard Decreased -12.6 points 40 Students	17.1 points above standard Decreased -7.5 points 180 Students

Conclusions based on this data:

1. ALL students are at the YELLOW performance level and are 6.8 points above the standard.
2. English Learners and Hispanic student groups scored at the ORANGE performance level.
3. Socioeconomically Disadvantaged and the White subgroup scored at the YELLOW performance level.

School and Student Performance Data

Academic Performance Mathematics

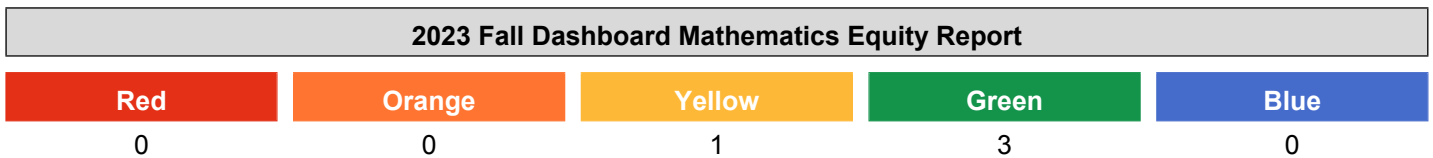
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>4.3 points above standard</p> <p>Maintained -1 points</p> <p>284 Students</p>	<p>English Learners</p> <p>Green</p> <p>21.6 points below standard</p> <p>Increased +3.5 points</p> <p>73 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>1.4 points above standard</p> <p>Increased +9.9 points</p> <p>101 Students</p>	<p>Students with Disabilities</p> <p>107.3 points below standard</p> <p>Decreased Significantly -21.8 points</p> <p>29 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	 No Performance Color 0 Students	49.8 points above standard Increased Significantly +20.5 points 15 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 33.7 points below standard Increased +11.5 points 42 Students	26.1 points above standard Decreased -6.8 points 12 Students	 No Performance Color 0 Students	 Green 9.3 points above standard Maintained -2.1 points 191 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
48.7 points below standard Increased +14.7 points 33 Students	0.7 points above standard Decreased -7.2 points 40 Students	9.6 points above standard Decreased -6.5 points 180 Students

Conclusions based on this data:

1. ALL students are at the GREEN performance level.
2. English Learners, White, and Students with Disabilities subgroups scored at the YELLOW performance level.
3. The Socioeconomically Disadvantaged subgroup scored at the GREEN performance level.

School and Student Performance Data

Academic Performance English Learner Progress

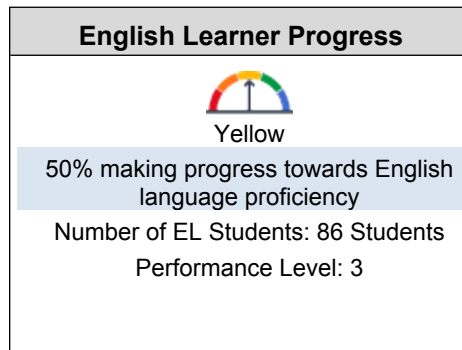
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13	30	1	42

Conclusions based on this data:

1. 42% of English Learners progressed at least one ELPI level. 50% of ELs are making progress towards English language proficiency.
2. 13% of English Learners decreased one ELPI level.
3. 86 students were tested on the ELPAC.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Yellow 18.2% Chronically Absent Declined -2.8 584 Students	English Learners Orange 21.5% Chronically Absent Declined -4.4 144 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Orange 25.2% Chronically Absent Declined -2.7 214 Students	Students with Disabilities Red 27.3% Chronically Absent Maintained 0.4 66 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 9 Students	 No Performance Color 0 Students	 Green 2.9% Chronically Absent Declined -12 34 Students	Less than 11 Students 10 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 26.7% Chronically Absent Declined -5 90 Students	 Yellow 18.3% Chronically Absent Declined -1.7 60 Students	Less than 11 Students 1 Student	 Yellow 17.4% Chronically Absent Declined -2.1 380 Students

Conclusions based on this data:

- English learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic subgroups scored at the ORANGE level.
- The All Students, Two or More Races and White subgroups scored at the YELLOW performance level.
- The Students with Disabilities subgroup scored at the RED performance level. An action plan needs to be created and implemented to increase student achievement and address the issues.

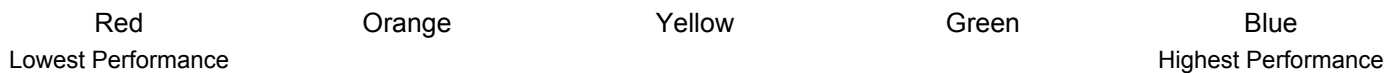
School and Student Performance Data

Academic Engagement Graduation Rate

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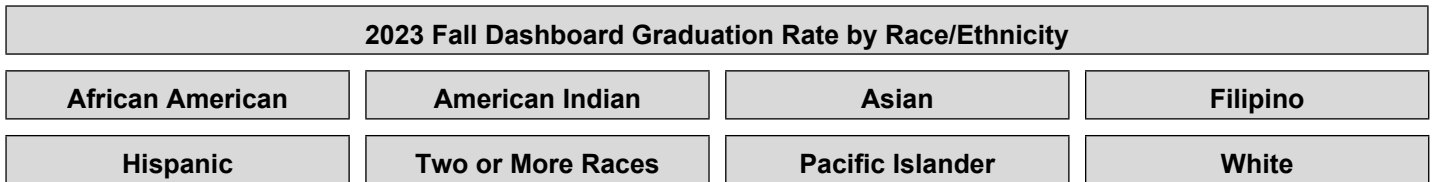
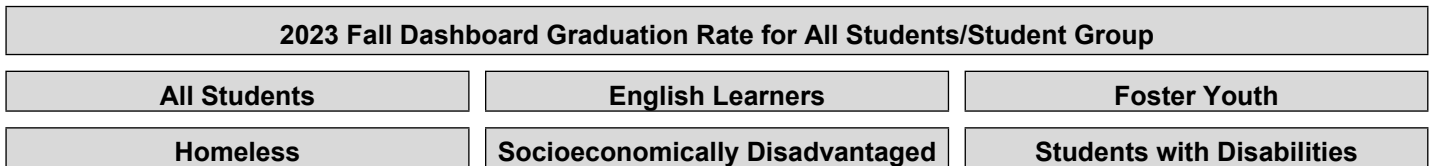
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

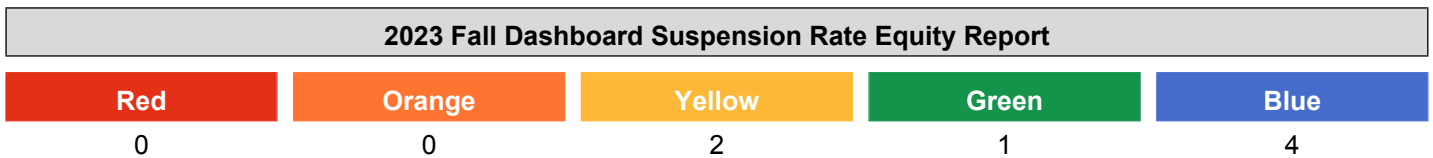
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue	 Yellow	 No Performance Color
0.3% suspended at least one day	0.7% suspended at least one day	0 Students
Maintained 0 590 Students	Increased 0.7 145 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Yellow	 Blue
0 Students	0.9% suspended at least one day	0% suspended at least one day
	Increased 0.9 215 Students	Declined -2.4 66 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 9 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center"> Blue 0% suspended at least one day Maintained 0 35 Students</p>	<p>Less than 11 Students 10 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Blue 0% suspended at least one day Declined -0.9 91 Students</p>	<p align="center"> Blue 0% suspended at least one day Maintained 0 61 Students</p>	<p>Less than 11 Students 1 Student</p>	<p align="center"> Green 0.5% suspended at least one day Increased 0.5 383 Students</p>

Conclusions based on this data:

1. All Students, Students with Disabilities, Hispanic, and Two or More Races scored at the BLUE performance level.
2. The English Learners and Socioeconomically Disadvantaged subgroups scored at the YELLOW performance level.
3. Suspension rates are very low.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Increase student proficiency rates in English Language Arts and Mathematics

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Board of Education Goals

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

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools, including the California Dashboard, with success as indicated in the metrics, which defines targets for each metric by the end of the 2024-25 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools, including the California Dashboard, with success as indicated in the metrics, which defines targets for each metric by the end of the 2024-25 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in proper assignments following Williams compliance by September 1, 2024, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations are measured by appropriate facilities, especially classrooms that are conducive to the needs of the instructional program from the first day of the school year, meeting Williams facilities requirements. (Business Services)

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase by 3% overall for CAASPP Data from 2024-25 per District's recommended growth goal	In ELA, matched scores from 3rd grade to 4th grade from 22-23 to 23-24 show that Students meeting/exceeding standards moved from 45.26 to 53.68. exceeding a 3% growth In ELA, matched scores from 4th grade to 5th grade from 22-23 to 23-24 show that Students meeting/exceeding standards moved from 61.7 to 63.16. shy of a 3% growth In Math matched scores from 3rd grade to 4th grade Students meeting/exceeding standards moved from 47.63 to 52.72 exceeding a 3% growth In Math, matched scores from 4th grade to 5th grade from 22-23 to 23-24 show that Students meeting/exceeding standards moved from 57.9 to 44.33, showing significant decrease	Students will gain proficiency by 3% in Math and ELA as measured by CAASP

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Target Tier 1 Instruction: On Tuesdays, we will hone in on high-leverage practices in math and ELA. We will also look at Step Up to Writing strategies, Thinking Maps, Depth, and Complexity. We will also use work and assessment analysis protocols to ensure appropriate levels of rigor and conformance to standards. Continue Instructional Rounds to share best practices.	All Students	
1.2	School will make consistent and articulated use of systematic evidence-based approach to RTI and data monitoring, including shared common formative assessments.	All Students	
1.3	Assigned certificated teachers for RTI will provide pull-out or push-in services to support students not performing at grade level in ELA or mathematics using a variety of supplemental resources, including SIPPS, Fountas & Pinnell, Read Naturally, Box Cars and One Eyed Jacks, etc. to support students' identified needs. Certificated Teachers will also provide math workshops to students who need math support. Further, between longer sessions of RTI, intensive small groups, and 1-on-1 Tier 3 intervention will be added. All teachers and RTI teachers will engage in intensive data reviews 3 times a year.	Students identified as not meeting grade level in the area of mathematics or ELA and students who did not score proficient on SBAC in mathematics and ELA	73127 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 20000 7000-7439: Other Outgo Learning Recovery Emergency Block Grant

1.4	School will add program supplies and training around Science of reading.	All Students	
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Last year we were able to implement our strategies and activities. We were able to see much growth in our curriculum and site level data. Our iReady scores, Site Math Screener, and other site based multiple measures showed great gains across grade levels.

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

There were no significant differences between the intended and actual budget expenditures. The implementation of strategies was mostly successful with some professional development being limited by time. All teachers participated in Instructional Rounds.

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 have made some changes to the goals. We have are adding in more pointed and purposeful work around rigor and standards alignment. Additionally, we are adding in the use of work analysis protocols.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

English Language Learners

Increase ELL success in ELA and Mathematics by at least 3% on CAASPP

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Board of Education Goals

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

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools, including the California Dashboard, with success as indicated in the metrics, which defines targets for each metric by the end of the 2024-25 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools, including the California Dashboard, with success as indicated in the metrics, which defines targets for each metric by the end of the 2023-24 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2024, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities, especially classrooms that are conducive to the needs of the instructional program from the first day of the school year, meeting Williams facilities requirements. (Business Services)

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase by 3% overall for CAASP Data from 2023-24 to 2024-25 as recommended by District's growth goal.	<p>2023-2024 Baseline</p> <p>On the ELPAC, we saw significant growth in the number of students who increased at least one level, from 48.8% to 56.4%.</p> <p>On the SBAC, they maintained growth in Mathematics, holding steady at but declining in ELA.</p> <p>However, our English Language learner progress significantly outpaces the state.</p> <p>At the state level, our ELA progress on the SBAC outpaces the state by 30 points.</p> <p>Math outpaces the state by 70 points.</p>	3% increase in Math and ELA for English Language Learners

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Certificated teachers will provide 30 minutes of ELD instruction daily in grades first through fifth and 20 minutes of ELD instruction daily in kindergarten and transitional kindergarten classrooms focusing on vocabulary strategies and increased focus on designated ELD	English Learner Students	
2.2	ELD will analyze and restructure ELD supports to increase they depth and breadth of supports.	Students identified as English Learner/Immigrant	
2.3	The ELD specialist will support classroom teachers and EL instructional assistants in implementing and refining Project GLAD strategies to support EL students with mathematics while utilizing academic vocabulary; this will occur during data chats and/or grade-level planning meetings for each grade level throughout the school year.	Students identified as English Learner/Immigrant	
2.4	All teachers and Paraeducators will be given professional development using Project GLAD or other evidence-based strategies to help English Learner students increase literacy and Tier 3 vocabulary. Instructional Rounds will include focus ELD strategies	Students who are identified as English Learner/Immigrant	6852.72 Title III 1000-1999: Certificated Personnel Salaries
2.5	Parents of English Learner/Immigrant students will be provided the following educational opportunities to learn and participate in to support their children's academic growth and expand language skills: this will include family math and ELA nights and instructional technology supports	Students who are identified as English Learner/Immigrant	1470.06 Title III 5800: Professional/Consulting Services And Operating Expenditures Included in the line above
2.6	ELD Team will implement afterschool homework/help for Newcomers and impacted ELs	Students who are identified as English Learner/Immigrant	2000-2999: Classified Personnel Salaries This is part of paraeducators regular time/duties

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The strategies that were implemented seemed to hold math steady even though we had an increase in newcomers. In ELA a large group of newcomers took the ELA test for the first time. This seems to explain some of the decrease given the significant increase in ELPAC scores.

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

There were no significant differences between intention and implementation of the strategies or budget.

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 are analyzing the structures of support and the implementation of strategies with that support. We are adding afterschool support.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Continued Professional Development and Implementation of California State Standards for Staff

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Board of Education Goals

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

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools, including the California Dashboard, with success as indicated in the metrics, which defines targets for each metric by the end of the 2024-25 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools, including the California Dashboard, with success as indicated in the metrics, which defines targets for each metric by the end of the 2023-24 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2024, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities, especially classrooms that are conducive to the needs of the instructional program from the first day of the school year, meeting Williams facilities requirements. (Business Services)

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation in professional development, grade level and staff meetings	Teachers were able to design instructional goals and school-wide culture goals and work in different configurations to pursue professional development opportunities. We were able to increase opportunities and support for collaborative planning. 100% of teachers participated in Instructional Rounds. Teachers are still working to understand long-term unit planning. Teachers were trained in the development of PDSA cycles and improvement science. Additionally, a focus on understanding and using data will continue.	100% of teachers will participate in Communities of Practice, Team Meetings, Instructional Rounds, and Affinity Teams and produce a long-term planning guide with essential questions and big ideas. Additionally, 100% of teachers will become versed in protocols around work and assessment analysis. 100% will participate in in-depth studies of standards and rigor.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Increase Teacher Participation in Learning Lab Instructional Rounds Increase opportunities and support for collaborative planning Teachers are supported in collaborative opportunities to receive professional development and time to innovate and reflect on their practices. Teachers watch and learn from each other.	All Students	
3.2	TK-5 teachers will participate in collaborative planning and professional development that increases teacher knowledge of Science of reading.	All Students	
3.3	Teachers will learn to plan standards-based Units using big ideas and essential questions during increase opportunities and support for collaborative planning, including professional development and time to innovate and reflect on their practices.	All Students	
3.4	Create space and understanding for using Street Data and creating common formative assessments.	All Students	
3.5	Continue Instructional Rounds with an increased focus on standards-alignment, rigor, and ELD practices.	All Students	Title III 1000-1999: Certificated Personnel Salaries Donations 1000-1999: Certificated Personnel Salaries BAEF
3.6	Continue participation in Math ILT and CaED Partners P3CC Collaborative	All Students	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Teachers were able to participate in Instructional Rounds and were able to successfully create long term planning guides. Teachers were able to successfully implement PDSA cycles and work with multiple measures of data to analyze the effectiveness of change ideas.

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

There was not a significant difference in implementation or budget expenditures.

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 are adding more work around vertical articulation, assessment and work analysis, rigor, and standards-based planning.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Diversity, Equity, and Inclusion

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Board of Education Goals

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

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools, including the California Dashboard, with success as indicated in the metrics, which defines targets for each metric by the end of the 2024-25 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools, including the California Dashboard, with success as indicated in the metrics, which defines targets for each metric by the end of the 2023-24 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2024, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities, especially classrooms that are conducive to the needs of the instructional program from the first day of the school year, meeting Williams facilities requirements. (Business Services)

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Based on the District's LCAP goals students will be physically, emotionally, and mentally healthy and supported.	Teachers and students participated in several DEI opportunities related to belonging and identity. We also began to build some new library choices related to mental health. Each class at each grade level received four to six weeks of instruction in performing arts, highlighting cultural diversity.	We will increase our awareness and supports to build a welcoming, equitable, and inclusive school environment for all students. We also want to add in the tenets of belonging to our DEI model.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Increase literature for children representing neurodiversity	All Students	1000 Donations None Specified Monies donated by PTA and Emerson Fundraising Committee
4.2	Enhance classroom experiences by partnering with families to come into classrooms to share their culture.	All Students	
4.3	Work with the book Street Data to increase understanding of data and and equity	All Students	
4.4	Build a teacher Repository of Lesson Materials and Cultural Resources	All Students	
4.5	Each class at each grade level will receive four to six weeks of instruction in the area of performing arts highlighting cultural diversity.	All Student	5,000 Other 5800: Professional/Consulting Services And Operating Expenditures This funding will be provided by the Emerson Fundraising Committee

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We were not able to spend as much time on the social justice standards as we would have hoped but continue to imbed them in all of our activities and professional development. We were not able to grow our neurodiversity library as much as we would have like but have added it again as a goal.

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

There were no major difference metween in between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

We will be working to add a repository of resources for teachers and working to add in family voices to increase a sense of belonging at Emerson.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Social Emotional Learning and Art Education

To support all students' social and emotional learning, Emerson staff will continue to analyze PBIS implementation of strategies and the implementation of Social Emotional Learning strategies at the site, including lessons from the Second Step program in grades kindergarten through fifth grade.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Board of Education Goals

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

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools, including the California Dashboard, with success as indicated in the metrics, which defines targets for each metric by the end of the 2023-24 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools, including the California Dashboard, with success as indicated in the metrics, which defines targets for each metric by the end of the 2023-24 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2023, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities, especially classrooms that are conducive to the needs of the instructional program from the first day of the school year, meeting Williams facilities requirements. (Business Services)

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The Emerson PBIS program continues to develop and refine itself to support the established school-wide behavior matrix and pledge and reward students for behaving positively in the classroom and on the playground. Additionally, Emerson will increase opportunities for belonging and emotional management.		We want to build a positive, proactive, and responsive environment. We expect that with additional goals for students, we will continue to reduce significant incidents and offer more support for students with reoccurring issues and needs. Also adding

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Increase training for Campus Supervisors on PBIS and effective strategies for creating a positive environment on the playground.	All Sudents	
5.2	To build consistency among teachers regarding behavior support systems, teachers and staff will continue to receive professional development and support around responsive, strength-based management. We will use Love and Logic, research on Warm Demanders, and strategies from Kagan and The Responsive Classroom to create positive behavioral supports.	All Students	
5.3	Curriculum Specialist, Intervention Specialist, and RTI Teacher supporting social emotional health and academic will continue to Use Second Step Lessons and/or social skills groups to provide Tier i and II emotional supports.	All Students	LCFF - Supplemental 2000-2999: Classified Personnel Salaries
5.4	We will be adding sensory furniture and tools to classrooms to support any student.	All Studens	2000 Donations BAEF
5.5	Add emotional supports for EL students transitioning to the country by adding a specific SEL group for newcomers.	Students Identified as English Learners/Immigrants	Title III 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This is an ongoing goal. We continue to increase and refine goals and strategies, but essentially, they remain important in an ongoing manner. Last year, we were able to implement all of our strategy. However, the nature of supporting the social-emotional needs of all students is continuous and ever-changing. 100% of teachers and staff had some form of SEL professional development. 100% of teachers have an ongoing dialog on student emotional health and needs. We

are seeing a low incidence of ODR referrals. 14 all last year; however, they seem to be from the same students. We are continuing to work on strategies that will sustain improvement.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

We will be adding some supports for Immigrants and ELs.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$109,449.78
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title III	\$8,322.78

Subtotal of additional federal funds included for this school: \$8,322.78

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

State or Local Programs	Allocation (\$)
	\$20,000.00
Donations	\$3,000.00
LCFF - Supplemental	\$73,127.00
Other	\$5,000.00

Subtotal of state or local funds included for this school: \$101,127.00

Total of federal, state, and/or local funds for this school: \$109,449.78

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	20,000.00
Donations	3,000.00
LCFF - Supplemental	73,127.00
Other	5,000.00
Title III	8,322.78

Expenditures by Budget Reference

Budget Reference	Amount
	2,000.00
1000-1999: Certificated Personnel Salaries	79,979.72
5800: Professional/Consulting Services And Operating Expenditures	6,470.06
7000-7439: Other Outgo	20,000.00
None Specified	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
7000-7439: Other Outgo		20,000.00
	Donations	2,000.00
None Specified	Donations	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	73,127.00
5800: Professional/Consulting Services And Operating Expenditures	Other	5,000.00
1000-1999: Certificated Personnel Salaries	Title III	6,852.72
5800: Professional/Consulting Services And Operating Expenditures	Title III	1,470.06

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 4
Goal 5

Total Expenditures
93,127.00
8,322.78
6,000.00
2,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Jennifer Almer-Johnson	Principal
Margarita Tubbs	Classroom Teacher
Melissa Waters	Classroom Teacher
Julie Hubbell	Other School Staff
Amy Walker	Classroom Teacher
Anita Moradian	Parent or Community Member
Whitney Wetta	Parent or Community Member
Melissa Ximena Golebiowski	Parent or Community Member
Madeline Galadjian	Parent or Community Member
Leigh Ann Stewart-Kato	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

	English Learner Advisory Committee
	Other: School Leadership Team

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on December 5, 2024.

Attested:



Principal, Jennifer Almer-Johnson on December 5, 2024



SSC Chairperson, Amy Walker on December 5, 2024

Instructions

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

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

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

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

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

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

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE’s School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

**School Site Council Agenda
October 23rd, 2024
6:00 p.m. via Google Meet**

✓	1a. School Plan Development – Data Analysis & Needs Assessment	✓	2a. EL Program Design/Development	✓	3a. School Safety Plan Development & Approval
✓	1b. School Plan Development – School Goals & Improvement Activities		2b. EL – Data Analysis & Needs Assessment	✓	3b. Helping Students at Home (Academic & Social Skills)
	1c. School Plan – Monitoring & Evaluation		2c. EL – Monitoring & Evaluation		3c. Training – Roles and Responsibilities
✓	1d. School Plan – Budget Development & Monitoring		2d. EL – Budget Development & Monitoring		3d. Election of SSC/ELAC/DELAC Members
	1e. School Plan Approval		2e. EL - Reclassification		3e. Parent Involvement Policy – Development, Approval & Distribution
	1f. Title I Program Description		2f. EL – Parent Training		3f. School Compact – Development, Approval & Distribution
			2g. EL - Language Census Discussion (R30)		3g. Academic Standards
✓	1h. Effective Communication w/Parents		2h. EL - School Attendance Discussion		3h. CAASPP Assessment Results
	1i. Title I Parent Trainings/Parent Policy	✓	2i. Parent Input on Title I, III, EIA/LEP		3i. Uniform Complaint Procedures

I. Welcome and introductions-

II. Call to order

A. Last meeting Approval Minutes

B. Approval of proposed agenda

III. Upcoming meeting dates: 11/29/23

IV. Review of SPSA Goals

V. Safety Plan Overview

VI. Safety Goals Review and Discussion

VII. Questions

VIII. Meeting Adjournment

**School Site Council Agenda
September 25th, 2024
6:00 p.m. via Google Meet**

✓	1a. School Plan Development – Data Analysis & Needs Assessment	✓	2a. EL Program Design/Development	✓	3a. School Safety Plan Development & Approval
	1b. School Plan Development – School Goals & Improvement Activities		2b. EL – Data Analysis & Needs Assessment	✓	3b. Helping Students at Home (Academic & Social Skills)
	1c. School Plan – Monitoring & Evaluation		2c. EL – Monitoring & Evaluation	✓	3c. Training – Roles and Responsibilities
	1d. School Plan – Budget Development & Monitoring		2d. EL – Budget Development & Monitoring		3d. Election of SSC/ELAC/DELAC Members
	1e. School Plan Approval		2e. EL - Reclassification		3e. Parent Involvement Policy – Development, Approval & Distribution
	1f. Title I Program Description		2f. EL – Parent Training		3f. School Compact – Development, Approval & Distribution
			2g. EL - Language Census Discussion (R30)		3g. Academic Standards
✓	1h. Effective Communication w/Parents		2h. EL - School Attendance Discussion	✓	3h. CAASPP Assessment Results
	1i. Title I Parent Trainings/Parent Policy		2i. Parent Input on Title I, III, EIA/LEP		3i. Uniform Complaint Procedures

I. Welcome and introductions-

II. Call to order

A. Approval of proposed agenda

III. Upcoming meeting dates: 10/23/24

12/4/24

3/26/25

IV. Review of by-laws

V. Responsibilities of School Site Council Committee

VI. Election of 2024-25 School Site Council Officers

***Chairperson**

***Vice chairperson**

***Secretary**

***Parliamentarian**

IX. Safety Plan Overview

X. Review of 23-24 data review and impact of data from SBAC

XI. Questions

XII. Meeting Adjournment

**School Site Council Minutes
October 23rd, 2024
6:00 p.m. via ZOOM**

✓	1a. School Plan Development – Data Analysis & Needs Assessment	✓	2a. EL Program Design/Development	✓	3a. School Safety Plan Development & Approval
✓	1b. School Plan Development – School Goals & Improvement Activities		2b. EL – Data Analysis & Needs Assessment	✓	3b. Helping Students at Home (Academic & Social Skills)
	1c. School Plan – Monitoring & Evaluation		2c. EL – Monitoring & Evaluation		3c. Training – Roles and Responsibilities
✓	1d. School Plan – Budget Development & Monitoring		2d. EL – Budget Development & Monitoring		3d. Election of SSC/ELAC/DELAC Members
	1e. School Plan Approval		2e. EL - Reclassification		3e. Parent Involvement Policy – Development, Approval & Distribution
	1f. Title I Program Description		2f. EL – Parent Training		3f. School Compact – Development, Approval & Distribution
			2g. EL - Language Census Discussion (R30)		3g. Academic Standards
✓	1h. Effective Communication w/Parents		2h. EL - School Attendance Discussion		3h. CAASPP Assessment Results
	1i. Title I Parent Trainings/Parent Policy	✓	2i. Parent Input on Title I, III, EIA/LEP		3i. Uniform Complaint Procedures

I. Welcome and introductions-

II. Call to order at 6:04pm by Principal A.J.

We don't have quorum, but we will note voting.

In attendance: Jennifer Almer-Johnson, Anita Moradian, Julie Hubbell, Whitney Wetta, Margarita Tubbs, Amy Walker, and Melissa Waters.

A. Last meeting Approval Minutes

Principal AJ put minutes on the screen to be read by everyone.

Motion to approve prior minutes by Amy Walker. Second by Tubbs.

Approved unanimously.

B. Approval of proposed agenda- Motion to approve by Walker, second by Anita. Approved by all.

III. Upcoming meeting dates: 12/4/24; Principal AJ might have to add another

meeting before December depending on progress at today's meeting.

IV. Review of SPSA Goals

Goal 1: to increase student proficiency rates in CAASPP by at least 3% in English/language arts and mathematics. This is always the goal. Target tier 1 instruction by:

- Continuing instructional rounds
- honing high leverage practices in ELA/Math
- Incorporating science of reading

Tier 1 instruction discussed in ELA, math, science, and social science.

Goal 2: increase English language learners (ELL) success in ELA/math in CAASPP by at least 3% by:

- Analyzing and restructuring assessment and grouping
- continuing Instructional rounds
- Focusing on vocab development.
- Focusing on GLAD strategies
- conducting parent nights
- providing afterschool support

In order to fund this, money comes from Title III (federal fund for English language learners) and depends on number of ELs we have. \$8322.78 plus a little bit for materials. Not much funding being received.

Goal 3: continued professional development for staff for implementation of California standards.

- learning lab instructional rounds
- science of reading
- using big ideas and essential questions
- create space and understanding for using Street data

Goal 4: equity, diversity and inclusion- increase awareness and support to build welcoming environment for all.

- Increase literature for children representing neurodiversity
- partnering with families to come to classrooms to share their culture—come to classrooms and do something with kids regarding their culture.
- Build repository
- use street data

Goal 5: Social-Emotional learning/well-being:

- added social supports for EL transitioning to US
- increase sensory supports
- add lunchtime quiet areas for kids

-increase frequency and depth of second step lessons - hiring RTI teacher for social emotional learning

Goal 6: arts: working on building musical theater experiences for students. Do workshops; do more muraling which includes experiences for students; continue to build STEAM lab; offer greenscreening and podcasting.

FUNDING:

Burbank is a basic aid district:

We don't get much federal or state funding (we get basic aid); we also don't have many wealthy donors.

Emerson only gets Title III; not Title I.

-LCFF supplemental funding

-Prop 28- music funding

Walker motions to approve goals for 2024-25 SPSA. Seconded. Approved by all.

V. Safety Plan Overview

There are no set priorities. More open ended.

Goals:

-Re-do plans for search and rescue.

-Replenish emergency supplies.

-Getting valet started again.

-Fencing and shade for TK.

-Traffic.

-Banners to create some privacy on fences.

-New playground structure for upper playground with shade.

-Video surveillance for security around perimeter of school.

-Front gate panic barred and alarmed. Security of certain doors (auditorium/Principal AJ's office)

VI. Safety Goals Review and Discussion

Ideas for assessment:

-Assessment for traffic

-Within school - student behavior infractions

Minor- 2 suspensions - kid making racial comments repeatedly; student brought fishing knife to school (to show others, but still automatic suspension)

Biggest struggle for behavior is bad language, play fighting (being "handsy") and not following directions.

-Campus crime- incidences of crime on and around campus (Anita to do assessment. Principal AJ will send assessment information.)

VII. Questions

None.

VIII. Meeting Adjournment

Motion by Amy Walker to adjourn meeting at 7:00pm. Seconded. All agreed.

School Site Council Minutes
December 4th, 2024
6:00 p.m. via ZOOM

✓	1a. School Plan Development – Data Analysis & Needs Assessment	✓	2a. EL Program Design/Development	✓	3a. School Safety Plan Development & Approval
✓	1b. School Plan Development – School Goals & Improvement Activities		2b. EL – Data Analysis & Needs Assessment	✓	3b. Helping Students at Home (Academic & Social Skills)
	1c. School Plan – Monitoring & Evaluation		2c. EL – Monitoring & Evaluation		3c. Training – Roles and Responsibilities
✓	1d. School Plan – Budget Development & Monitoring		2d. EL – Budget Development & Monitoring		3d. Election of SSC/ELAC/DELAC Members
✓	1e. School Plan Approval		2e. EL - Reclassification		3e. Parent Involvement Policy – Development, Approval & Distribution
	1f. Title I Program Description		2f. EL – Parent Training		3f. School Compact – Development, Approval & Distribution
			2g. EL - Language Census Discussion (R30)		3g. Academic Standards
✓	1h. Effective Communication w/Parents		2h. EL - School Attendance Discussion		3h. CAASPP Assessment Results
	1i. Title I Parent Trainings/Parent Policy	✓	2i. Parent Input on Title I, III, EIA/LEP		3i. Uniform Complaint Procedures

- 1. Welcome**
- 2. Call to order**
- 3. Last meeting Approval Minutes**
- 4. Approval of Proposed agenda**
- 5. General Announcements**
- 6. Final Review of SPSA and Approval**
- 7. Safety Plan Review and Approval**
- 8. Final Meeting Update**

Ralph Waldo Emerson Elementary

720 E. Cypress - Burbank, CA 91501

818-729-1200 (Fax)818-729-3463

Jen Almer-Johnson, Principal

jenniferalmer@burbankusd.org

School Site Council (SSC) Parent/ Community Member Notification

Emerson Elementary School Site Council is an integral part of the parent/teacher relationship. Our Council is composed of five school employees (principal, curriculum specialist, one classified and two certificated employees) and five parents or community members, including the parent of an English Language Learner.

We need to fill all positions for this year's Council. Below is the information for this year's meetings:

Emerson's SSC will meet at via Google Meet 6:00 pm on the following dates:

September 4th, October 23rd, December 4th, March 26th

What is School Site Council?

The primary task of the SSC is to ensure that the school is continually engaged in identifying and implementing curriculum and instructional practices that address content and performance standards through the comprehensive school plan, including budget. A positive and effective SSC affords an opportunity for community members and site personnel to work together to improve our school. Each member will gain increased knowledge as to how the local system works and how we can provide some extra support for students.

If you are interested in a position on the school site council please fill out the following form:

<https://forms.gle/VEZbuTVkgqohy9zr5>

Jen Almer-Johnson,

Principal

**School Site Council Minutes
December 4th, 2024
6:00 p.m. via ZOOM**

✓	1a. School Plan Development – Data Analysis & Needs Assessment	✓	2a. EL Program Design/Development	✓	3a. School Safety Plan Development & Approval
✓	1b. School Plan Development – School Goals & Improvement Activities		2b. EL – Data Analysis & Needs Assessment	✓	3b. Helping Students at Home (Academic & Social Skills)
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✓	1h. Effective Communication w/Parents		2h. EL - School Attendance Discussion		3h. CAASPP Assessment Results
	1i. Title I Parent Trainings/Parent Policy	✓	2i. Parent Input on Title I, III, EIA/LEP		3i. Uniform Complaint Procedures

1. **Welcome**
2. **Call to order by Amy Walker at 6:05pm.**

In attendance: Jennifer Almer-Johnson, Anita Moradian, Julie Hubbell, Whitney Wetta, Leigh Ann Stewart, Melissa Golebiowski, Amy Walker, and Melissa Waters.

3. **Last meeting Approval Minutes**

**Principal AJ put minutes on the screen to be read by everyone.
Motion to approve prior minutes by Amy Walker. Second by Anita.
Approved unanimously.**

**Approval of proposed agenda- Motion to approve by Walker; seconded.
Approved by all.**

4. **General Announcements**

- a. Emerson will officially be Title I status next year.
- b. Emerson won Educational Results Partnership honor roll for top performing schools in CA. (4 schools in Burbank got it)

5. Approval of Proposed agenda

Moved by Mrs. Walker; seconded. Approved by all.

6. Final Review of SPSA and Approval

Principal AJ went over the plan draft. Sent to all via chat to review later.

Assurances to be signed by Mrs. Walker and Principal AJ. Mrs. Walker moves to recommend the plan for Mrs. Walker and Principal AJ to sign. Seconded by Julie Hubbell. Approved by all.

7. Safety Plan Review and Approval

Principal AJ given some resources, including a crime-mapping software and the Crime Information webpage for Burbank Police Department, which she shared with us. We reviewed crime data from the arrest logs on Burbank PD. The Crime Mapping page (www.crimemapping.com) did not seem to have any data put in by Burbank PD.

CSSP to be signed by Mrs. Waters, Mrs. Walkers, Principal AJ, and a SSC parent.

8. Final Meeting Update

Documents will be sent by Principal AJ to be reviewed by everyone.

Meeting Adjourned at 6:48pm.

School Site Council Minutes
September 25th, 2024
6:00 p.m. via Google Meet

✓ 1a. School Plan Development – Data Analysis & Needs Assessment	✓ 2a. EL Program Design/Development	✓ 3a. School Safety Plan Development & Approval
1b. School Plan Development – School Goals & Improvement Activities	2b. EL – Data Analysis & Needs Assessment	✓ 3b. Helping Students at Home (Academic & Social Skills)
1c. School Plan – Monitoring & Evaluation	2c. EL – Monitoring & Evaluation	✓ 3c. Training – Roles and Responsibilities
1d. School Plan – Budget Development & Monitoring	2d. EL – Budget Development & Monitoring	3d. Election of SSC/ELAC/DELAC Members
1e. School Plan Approval	2e. EL - Reclassification	3e. Parent Involvement Policy – Development, Approval & Distribution
1f. Title I Program Description	2f. EL – Parent Training	3f. School Compact – Development, Approval & Distribution
	2g. EL - Language Census Discussion (R30)	3g. Academic Standards
✓ 1h. Effective Communication w/Parents	2h. EL - School Attendance Discussion	✓ 3h. CAASPP Assessment Results
1i. Title I Parent Trainings/Parent Policy	2i. Parent Input on Title I, III, EIA/LEP	3i. Uniform Complaint Procedures

School Site Council Meeting Minutes

Date: 9/25/2024

Start Time: 6:05 PM

Location: Online

Attendees:

Principal AJ, Margarita Tubbs, Jennifer Almer, Amy Walker, Julie Hubbell, Whitney Wetta, Melissa Waters, Anita Moradian, Mrs. Tubbs, A. Ghazaryan, A. Moradian, Andy Tateosian, (I believe you mentioned Google sends you the full list)

1. Call to Order (6:05 PM)

- **The meeting was called to order by Principal AJ.**
- **No secretary had been appointed; a volunteer was requested to take notes.**
- **It was noted that the school site council will have four official meetings.**

2. Approval of Agenda (6:08 PM)

- The agenda was reviewed.
- Motion to approve the agenda was made by Principal AJ and seconded by Margarita Tubbs.
- The motion was unanimously approved.

3. Acronyms & Terminology Overview

- SPSA (Single Plan for Student Achievement) was reviewed.
- Senate Bill 374 was introduced, explaining that it consolidates all school plans into the SPSA. Next meeting will review last year's goals, assess progress, and set new objectives.

4. Clarifications (6:13 PM)

- Jennifer Almer clarified the difference between the SPSA and an Individualized Education Program (IEP).

5. Plan Review and Requirements

- Title 1 School: If the school becomes Title 1, there will be increased accountability for the budget.
- Title 3 pertains to language learners.
- The plan must be submitted to the Board of Education by Winter Break.

6. SSC Responsibilities and Composition (6:18 PM)

- The responsibilities of the School Site Council (SSC), which are defined by state and federal education codes, were reviewed.
- A review of SSC composition and policy was also conducted.
- Principal AJ clarified her role within the council.

7. Rules of Order

- Any items not on the agenda must be emailed or submitted to the chairperson prior to the meeting for inclusion.
- Principal AJ posted the meeting agenda in the chat for review.

8. Election of Officers (6:21 PM)

- Chairperson: Amy Walker was nominated by Principal AJ and seconded by Julie Hubbell. No opposition.
- Vice-Chairperson: Whitney Wetta was nominated. Principal AJ moved to elect, seconded by Melissa Waters. No opposition.
- Secretary: Anita Moradian was nominated. Principal AJ moved to elect, seconded by [insert name]. No opposition.

- **Parliamentarian:** Mrs. Tubbs was nominated, seconded by Julie Hubbell. No opposition.

9. School Site Data Review (6:29 PM)

- **SBAC (Smarter Balanced Assessment Consortium) scores for English Language Arts (ELA)** were reviewed, noting a 3% growth.
- **Q&A:**
 - **A. Ghazaryan** asked about student categories for assessments.
 - **Principal AJ** offered to present detailed score reports at the next meeting.
- **A review of Math scores** showed state-wide gains from 3rd to 4th grade, with a decrease from 4th to 5th grade.
- **iReady Scores:** Highlighted significant gains in Math proficiency from the start to the end of the year.
- **Q&A:**
 - **A. Moradian** inquired if students are tested on material expected for their grade level. **Principal AJ** confirmed the beginning-of-year testing establishes a baseline for end-of-year mastery.
 - **Andy Tateosian** asked if data only comes from standardized tests. **Principal AJ** emphasized the importance of other measures but noted the state relies on this data.

10. School Safety Plan (6:43 PM)

- **Document Tracking Services** was used to pull up the School Safety Plan and the template for the Plan for Student Achievement.
- **Clarification** was provided that students with IEPs are included in the data, even though they have individualized plans.

11. Funding Overview (6:49 PM)

- **A brief overview** of school funding and expenditures was provided.
- **It was noted** that the School Safety Plan includes needs assessments, which require community input.

12. Community Collaboration (6:53 PM)

- **Discussion** on whether the Burbank Police or city could collaborate on the School Safety Plan. While the police have a plan in place, traffic remains an ongoing concern. Volunteers are needed for morning traffic assistance (7:45-8:45 AM).
- **Principal AJ** mentioned the difficulty and danger of personally managing traffic.
- **Community Concern:** A neighborhood resident regularly walks around intoxicated, posing a safety concern. The police indicated public intoxication must meet a threshold for action.

13. Burbank Ballot Measure (6:53 PM)

- **Anita Moradian briefly mentioned Burbank's Measure ABC regarding schools.**

Adjournment (Time: [7:15])

- **The meeting concluded with a review of next steps and expectations for the next meeting.**

--

Melissa Ximena Golebiowski