



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Charles G. Emery Elementary School	30-66456-6027150	February 26, 2026	May 14, 2026

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

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

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

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

This plan is being used by Charles G. Emery 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.

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 Charles G. Emery Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

At Charles G. Emery School, we are committed to meeting ESSA's planning requirements by working collaboratively with all stakeholders to promote academic achievement for every student. In alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, we recognize that each student has unique needs. To address these, we will strategically utilize all available resources to provide differentiated, high-quality instruction, ensuring equitable opportunities and support for our diverse student population.

Educational Partner Involvement

How, when, and with whom did Charles G. Emery 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 development of the School Plan for Student Achievement (SPSA) at Charles G. Emery School followed a collaborative process that involved key stakeholder groups, ensuring their input was aligned with the three Local Control Accountability Plan (LCAP) goals and relevant school data. Each group had the opportunity to review the goals, analyze data, and contribute ideas for action items aimed at achieving these goals. Below is a breakdown of the involvement process, including specific meeting dates:

ELAC (English Learner Advisory Council) Involvement:

2/20/26-Title One Budget Approved-

On 9/19/25, 10/24/25, 11/14/25, 1/23/26, 2/20/26 ELAC Met for Program Monitoring of SPSA/LCAP goals and provide input based on school data.

The Needs Assessment was completed at the beginning of the year on 9/19/25 and reviewed 1/23/26 and 2/20/26 to create plans for the 26-27 school year. Their suggestions and feedback were focused on supporting English Learners (ELs) through extra translation support for parents, including parent workshops to address reading and CGI Math strategies, and adding early school tours to support community in preparing for enrollment and maintaining library bilingual purchases and add multicultural literature.

Staff Involvement:

On November 7, 2025 and February 3rd, 2026, the staff participated in "Data Days" to review the school's data, including academic performance, attendance, and other relevant metrics. They provided input on how the SPSA could address identified areas for improvement. SPSA was also shared at our Staff Meeting on 3/2/26.

Further data analysis and input were gathered during grade-level PLC meetings, meetings held over the course of the year where teachers contributed ideas for action items tailored to the specific needs of their students. In addition, staff participated in expanded PLC's on November 12, 14, and 18, 2025 and February 11 and 13, 2026 to discuss data and target student interventions. SPSA updates shared at staff meetings via PPT and open dialogue on 9/7/25, 9/9/25, 10/6/25, 11/17/25, 12/15/25.

SSC (School Site Council) Involvement:

10/13/25, 2/5/26, and 2/26/26- Shared ELAC Needs Assessment for SPSA

SPSA monitoring took place on 10/13/25, 10/30/25, 12/4/25, and 2/5/26. The SPSA was examined and discussed.

On February 26, 2026, the SSC reviewed current data, examined progress on existing goals, discussed input received from ELAC's Needs Assessment, ensuring that the needs of ELs were considered in the overall development of the SPSA. The final review and approval process took place on February 26, 2026 when the SSC met to finalize and approve the 26-27 SPSA.

SPSA Finalization and Approval:

After input from all stakeholder groups, the SSC met on February 26, 2026 to review, finalize, and approve the SPSA. This collaborative process ensured that all voices were heard and that the SPSA was developed with comprehensive input from ELAC, the SSC, school staff, and grade-level teams.

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.

According to the 2025 California School Dashboard, the State Indicators for which overall performance was in the "Red" or "Orange" performance categories were as follows:

Red-NONE

Orange-NONE

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.

According to the 2025 California School Dashboard, the following state indicators and student groups were identified for being two or more performance levels below the all student performance:

Chronic Absenteeism Green Overall -
Overall (All Students) Level Green
Student Groups in Red None
Student Groups in Orange- None

English Language Arts
Overall (All Students) Level-Green
Student Groups in Red-students with disabilities
Student Groups in Orange-Hispanic

EL / ELPI
Overall (All Students) Level-Blue
Student Groups in Red-None
Student Groups in Orange-none
6.2 decreased at least one ELPI level

Math
Overall (All Students) Level-Blue
Student Groups in Red-none
Student Groups in Orange-Hispanic

iReady Assessment Updates Winter 2026
Overall Emery Student groups show:
31% of Students working one grade level or lower in ELA
40% of Students working one grade level or lower in Math

Other Needs

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

iReady Winter 2026 Data Needs

Overall iReady K-5th grade students show 24% are one grade level below and 7 % are far below in ELA.

Fourth Grade students show the biggest challenge with 44% working one year below grade level and 9% far below in ELA. The greatest area of need are vocabulary development and comprehension, Fifth Grade students showed 17% working one year below grade level and 20% far below in ELA. Fifth graders struggling with vocabulary and non-fiction comprehension.

Overall iReady K-5th Math scores show 32% are one grade level below in math and 8% are far below in math. First Grade students show the biggest challenges with 48% working one grade level below and 3% are far below in math.

51% of students are working one grade level below in number and operations.

42% are working one grade level below in measurement and data.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Charles G. Emery 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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.15%	0.15%	0.15%	1	1	1
African American	1.75%	0.91%	1.08%	12	6	7
Asian	54.31%	54.86%	53.87%	372	361	348
Filipino	4.67%	4.41%	3.10%	32	29	20
Hispanic/Latino	28.32%	27.96%	31.11%	194	184	201
Pacific Islander	0%	0.15%	%	0	1	
White	5.69%	5.62%	4.80%	39	37	31
Two or More Races	3.5%	4.26%	3.56%	24	28	23
Not Reported	1.61%	1.67%	2.32%	11	11	15
Total Enrollment				685	658	646

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			46
Kindergarten	117	74	
Grade 1	102	89	
Grade 2	119	102	
Grade3	112	116	
Grade 4	126	113	
Grade 5	109	122	
Total Enrollment	685	658	

Conclusions based on this data:

1. The enrollment at Emery School has decreased as compared to the 22-23 school year.
2. The Asian and Hispanic student groups continue to be the largest.

3. All student groups decreased except the American Indian Group which stayed the same, the Pacific Islander Group which grew by 1 and the White Group which went up slightly.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	188	168	152	27.4%	25.5%	23.5%
Fluent English Proficient (FEP)	143	134	127	20.9%	20.4%	19.7%
Reclassified Fluent English Proficient (RFEP)	36	80	71	5.3%	12.2%	11.0%

Conclusions based on this data:

1. The number of English learners decreased for the last three years.
2. Fluent English Proficient Students have also decreased.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	113	118	113	113	118	111	113	118	111	100.0	100	98.2
Grade 4	123	111	123	123	111	120	123	111	120	100.0	100	97.6
Grade 5	108	121	114	108	121	113	108	121	113	100.0	100	99.1
All Grades	344	350	350	344	350	344	344	350	344	100.0	100	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2453.	2443.	2430.	38.05	28.81	26.13	23.01	32.20	24.32	23.01	21.19	24.32	15.93	17.80	25.23
Grade 4	2510.	2508.	2507.	49.59	46.85	47.50	17.07	14.41	16.67	14.63	20.72	13.33	18.70	18.02	22.50
Grade 5	2556.	2566.	2557.	47.22	52.89	42.48	24.07	23.14	30.97	13.89	10.74	10.62	14.81	13.22	15.93
All Grades	N/A	N/A	N/A	45.06	42.86	38.95	21.22	23.43	23.84	17.15	17.43	15.99	16.57	16.29	21.22

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	25.66	16.95	18.92	63.72	66.95	56.76	10.62	16.10	24.32
Grade 4	30.89	35.14	35.00	51.22	53.15	52.50	17.89	11.71	12.50
Grade 5	36.11	32.23	29.20	52.78	57.02	56.64	11.11	10.74	14.16
All Grades	30.81	28.00	27.91	55.81	59.14	55.23	13.37	12.86	16.86

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	23.89	27.97	17.12	57.52	55.93	62.16	18.58	16.10	20.72
Grade 4	34.15	34.23	30.83	49.59	45.05	50.00	16.26	20.72	19.17
Grade 5	37.96	39.67	34.51	49.07	49.59	53.98	12.96	10.74	11.50
All Grades	31.98	34.00	27.62	52.03	50.29	55.23	15.99	15.71	17.15

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	17.70	14.41	15.32	72.57	73.73	68.47	9.73	11.86	16.22
Grade 4	26.83	23.42	22.50	67.48	67.57	64.17	5.69	9.01	13.33
Grade 5	36.11	23.97	20.35	54.63	70.25	72.57	9.26	5.79	7.08
All Grades	26.74	20.57	19.48	65.12	70.57	68.31	8.14	8.86	12.21

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	16.81	19.49	16.22	66.37	63.56	65.77	16.81	16.95	18.02
Grade 4	26.83	27.93	30.00	63.41	59.46	51.67	9.76	12.61	18.33
Grade 5	41.67	49.59	33.63	45.37	42.98	55.75	12.96	7.44	10.62
All Grades	28.20	32.57	26.74	58.72	55.14	57.56	13.08	12.29	15.70

Conclusions based on this data:

- Overall, 63% of students met or exceeded the grade level standard in the ELA CAASPP assessment. The Claims indicate 88% of students scored Near or Above Standard in Listening, 83% in Writing, 83% in Reading and 84% in Research/Inquiry.
- The data indicates that Emery dropped 3.5 percentage points overall.
- Next steps:
Refine Tier 2 intervention practices to target specific areas of struggle.
Increase academic vocabulary development strategies.
Continue to address grade level standards with ELA curriculum and pacing guides and provide targeted interventions as needed.
We will utilize data from iReady, STAR Renaissance Data, formative assessments and IABs to monitor progress towards mastery.
Teacher will continue to administer the Interim Assessment Blocks to better prepare students for the Summative Assessment.
Teachers will utilize PLC blocks to collaborate, monitor student progress and plan interventions or reteach standard as needed.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	113	118	113	113	118	112	113	118	112	100.0	100	99.1
Grade 4	123	111	123	123	111	123	123	111	123	100.0	100	100
Grade 5	108	121	114	108	121	114	108	121	114	100.0	100	100
All Grades	344	350	350	344	350	349	344	350	349	100.0	100	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2473.	2468.	2459.	38.05	36.44	32.14	30.97	29.66	26.79	15.93	17.80	24.11	15.04	16.10	16.96
Grade 4	2529.	2530.	2527.	44.72	41.44	43.09	27.64	24.32	26.02	17.89	21.62	15.45	9.76	12.61	15.45
Grade 5	2560.	2566.	2563.	44.44	53.72	54.39	19.44	14.05	11.40	20.37	19.83	13.16	15.74	12.40	21.05
Grade 11															
All Grades	N/A	N/A	N/A	42.44	44.00	43.27	26.16	22.57	21.49	18.02	19.71	17.48	13.37	13.71	17.77

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	46.02	43.22	41.96	38.05	40.68	41.07	15.93	16.10	16.96
Grade 4	54.47	47.75	48.78	35.77	37.84	36.59	9.76	14.41	14.63
Grade 5	50.00	52.89	53.51	38.89	35.54	27.19	11.11	11.57	19.30
Grade 11									
All Grades	50.29	48.00	48.14	37.50	38.00	34.96	12.21	14.00	16.91

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	37.17	33.90	32.14	48.67	50.00	52.68	14.16	16.10	15.18
Grade 4	42.28	35.14	35.77	43.09	46.85	46.34	14.63	18.02	17.89
Grade 5	36.11	36.36	35.96	49.07	47.93	45.61	14.81	15.70	18.42
All Grades	38.66	35.14	34.67	46.80	48.29	48.14	14.53	16.57	17.19

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	38.05	35.59	25.00	50.44	51.69	62.50	11.50	12.71	12.50
Grade 4	40.65	46.85	39.84	51.22	41.44	45.53	8.13	11.71	14.63
Grade 5	30.56	28.93	35.09	59.26	61.98	46.49	10.19	9.09	18.42
All Grades	36.63	36.86	33.52	53.49	52.00	51.29	9.88	11.14	15.19

Conclusions based on this data:

- Overall, 65% of students met or exceeded the grade level standard. The Claims indicate that students scoring Above or Near Standard in Problem Solving and Data Analysis is 83%, and Communicating Reasoning is 85%.
- This overall percentage is less than 2% decrease from the previous year's overall score.
- Next steps:
Continue to address grade level standards and support our students with appropriate interventions. Staff will meet weekly at scheduled PLC meetings to look at student work (LASW), monitor student progress, examen data, and plan interventions or reteach math concepts.

Advanced math scholars will participate in Math Academy and struggling students will receive small group instruction, receive targeted practice in iReady. Staff will monitor progress with formative assessment data, iReady, STAR Renaissance assessments, and IBA's.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1459.2	1440.9	1477.2	1447.8	1440.8	1472.0	1485.8	1441.0	1489.2	43	40	26
1	1490.0	1457.1	1478.7	1478.2	1453.7	1473.0	1501.2	1460.0	1483.8	26	23	27
2	1504.8	1491.4	1510.0	1493.6	1494.7	1510.0	1515.4	1487.9	1509.6	29	19	21
3	1524.9	1520.7	1501.9	1529.4	1528.1	1499.2	1520.1	1512.8	1504.0	27	22	23
4	1547.3	1521.4	1511.5	1558.1	1534.7	1513.8	1536.1	1507.6	1508.7	16	20	20
5	1550.1	*	1548.3	1561.1	*	1549.8	1538.5	*	1546.3	17	7	21
All Grades										158	131	138

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	37.21	22.50	42.31	27.91	40.00	50.00	27.91	25.00	7.69	6.98	12.50	0.00	43	40	26
1	30.77	8.70	37.04	61.54	52.17	29.63	3.85	21.74	18.52	3.85	17.39	14.81	26	23	27
2	27.59	5.26	23.81	48.28	78.95	66.67	20.69	10.53	9.52	3.45	5.26	0.00	29	19	21
3	37.04	31.82	13.04	33.33	40.91	69.57	29.63	27.27	13.04	0.00	0.00	4.35	27	22	23
4	50.00	20.00	35.00	31.25	45.00	30.00	12.50	25.00	20.00	6.25	10.00	15.00	16	20	20
5	47.06	*	33.33	41.18	*	42.86	5.88	*	19.05	5.88	*	4.76	17	*	21
All Grades	36.71	17.56	31.16	39.87	48.09	47.83	18.99	25.19	14.49	4.43	9.16	6.52	158	131	138

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	25.58	30.00	30.77	37.21	32.50	65.38	25.58	22.50	3.85	11.63	15.00	0.00	43	40	26
1	26.92	17.39	40.74	53.85	39.13	37.04	15.38	30.43	11.11	3.85	13.04	11.11	26	23	27
2	34.48	31.58	57.14	41.38	57.89	28.57	20.69	10.53	14.29	3.45	0.00	0.00	29	19	21
3	66.67	50.00	47.83	22.22	45.45	39.13	7.41	4.55	8.70	3.70	0.00	4.35	27	22	23
4	75.00	50.00	55.00	12.50	35.00	25.00	12.50	15.00	5.00	0.00	0.00	15.00	16	20	20
5	76.47	*	66.67	17.65	*	19.05	5.88	*	9.52	0.00	*	4.76	17	*	21
All Grades	44.94	35.88	48.55	33.54	39.69	36.96	16.46	17.56	8.70	5.06	6.87	5.80	158	131	138

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	56.76	25.00	57.69	27.03	35.00	15.38	16.22	32.50	26.92	0.00	7.50	0.00	37	40	26
1	34.04	21.74	29.63	55.32	43.48	37.04	4.26	17.39	11.11	6.38	17.39	22.22	47	23	27
2	47.62	5.26	0.00	42.86	57.89	90.48	2.38	31.58	4.76	7.14	5.26	4.76	42	19	21
3	17.86	18.18	0.00	25.00	27.27	56.52	57.14	45.45	34.78	0.00	9.09	8.70	28	22	23
4	6.67	10.00	10.00	13.33	25.00	40.00	46.67	35.00	20.00	33.33	30.00	30.00	15	20	20
5	23.53	*	19.05	5.88	*	23.81	41.18	*	52.38	29.41	*	4.76	17	*	21
All Grades	23.42	16.79	21.01	41.77	35.11	42.75	25.32	32.06	24.64	9.49	16.03	11.59	158	131	138

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	30.23	30.00	30.77	58.14	55.00	69.23	11.63	15.00	0.00	43	40	26
1	46.15	34.78	51.85	50.00	56.52	37.04	3.85	8.70	11.11	26	23	27
2	27.59	26.32	57.14	72.41	73.68	42.86	0.00	0.00	0.00	29	19	21
3	44.44	31.82	30.43	48.15	59.09	60.87	7.41	9.09	8.70	27	22	23
4	56.25	50.00	55.00	37.50	35.00	30.00	6.25	15.00	15.00	16	20	20
5	41.18	*	28.57	58.82	*	66.67	0.00	*	4.76	17	*	21
All Grades	38.61	32.06	42.03	55.70	57.25	51.45	5.70	10.69	6.52	158	131	138

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	32.56	27.50	34.62	58.14	55.00	65.38	9.30	17.50	0.00	43	40	26
1	30.77	17.39	14.81	61.54	73.91	74.07	7.69	8.70	11.11	26	23	27
2	41.38	52.63	28.57	55.17	47.37	66.67	3.45	0.00	4.76	29	19	21
3	77.78	72.73	60.87	14.81	27.27	30.43	7.41	0.00	8.70	27	22	23
4	87.50	60.00	55.00	6.25	35.00	30.00	6.25	5.00	15.00	16	20	20
5	88.24	*	76.19	11.76	*	19.05	0.00	*	4.76	17	*	21
All Grades	53.16	45.04	43.48	40.51	47.33	49.28	6.33	7.63	7.25	158	131	138

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	30.23	15.00	38.46	62.79	75.00	61.54	6.98	10.00	0.00	43	40	26
1	50.00	30.43	48.15	38.46	56.52	29.63	11.54	13.04	22.22	26	23	27
2	17.24	5.26	14.29	68.97	84.21	80.95	13.79	10.53	4.76	29	19	21
3	25.93	9.09	4.35	48.15	68.18	73.91	25.93	22.73	21.74	27	22	23
4	18.75	10.00	20.00	50.00	50.00	50.00	31.25	40.00	30.00	16	20	20
5	17.65	*	23.81	64.71	*	71.43	17.65	*	4.76	17	*	21
All Grades	27.85	13.74	26.09	56.33	65.65	60.14	15.82	20.61	13.77	158	131	138

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	67.44	72.50	92.31	25.58	20.00	7.69	6.98	7.50	0.00	43	40	26
1	26.92	13.04	22.22	69.23	73.91	62.96	3.85	13.04	14.81	26	23	27
2	51.72	21.05	28.57	48.28	73.68	71.43	0.00	5.26	0.00	29	19	21
3	40.74	13.64	8.70	55.56	86.36	86.96	3.70	0.00	4.35	27	22	23
4	37.50	20.00	10.00	56.25	65.00	70.00	6.25	15.00	20.00	16	20	20
5	11.76	*	14.29	82.35	*	76.19	5.88	*	9.52	17	*	21
All Grades	44.30	32.82	31.16	51.27	57.25	60.87	4.43	9.92	7.97	158	131	138

Conclusions based on this data:

- 79% of students scored at level 3 and 4 overall. This was as 13% increase from the previous year which was at 66% overall scores in level 3 and 4.
All domains showed an increase in student performance as compared to last year.
- Baseline Domain Data:
In all 4 areas, the majority of students are scoring Well-developed or Somewhat/Moderately.

In Written Language students had the least amount of Level 3 and Level 4 scores with only 64% meeting these levels.

All domains showed an increase in student performance as compared to the previous year.

3. Next steps:

Continue to enhance and provide Integrated and Designated ELD and utilize the ELA/ELD Framework.

Provide additional language development support through the use of a bilingual instructional aide.

Plan collaboration and professional development for teachers to understand the ELPAC and support for student achievement.

Examine formative assessments to monitor student progress and provide our students with exposure to the ELPAC practice test.

Provide additional reading materials and reading interventions for ELL students.

Also continue with Reading/Writing Workshop activities, supplies, collaboration time, and needed support.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
646	55.4%	23.5%	0.2%
Total Number of Students enrolled in Charles G. Emery Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	152	23.5%
Foster Youth	1	0.2%
Homeless	10	1.5%
Socioeconomically Disadvantaged	358	55.4%
Students with Disabilities	62	9.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.1%
American Indian	1	0.2%
Asian	348	53.9%
Filipino	20	3.1%
Hispanic	201	31.1%
Two or More Races	23	3.6%
Pacific Islander	0	0.0%
White	31	4.8%

Conclusions based on this data:

- 55.4% of students are socioeconomically disadvantaged.

2. At Emery, the largest racial/ethnic group is the Asian population, making up 53.9% of the student body.
3. The Hispanic subgroup remains the second largest group at 31.1% of the student population.

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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Emery is in the green category of English Language Arts which is 'High.'
Emery continues to be in the blue category in mathematics which is "Very High."
2. English Language Learners progress in the blue category indicate that students continue to make growth.

3. Suspension rates are in the blue indicating that suspension is not frequent.
Chronic absenteeism is in the green indicating a vast improvement as compared to last years orange.

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 31.4 points above standard Declined 7 points 332 Students	English Learners  Green 30.7 points above standard Declined 6.5 points 122 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  Yellow 4.7 points above standard Declined 11 points 201 Students

Students with Disabilities  Red 93.9 points below standard Declined 19.8 points 36 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Blue 63.6 points above standard Maintained -0.7 points 178 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Orange 17.3 points below standard Declined 5.5 points 106 Students
Two or More Races  No Performance Color 0.3 points above standard Declined 8.5 points 15 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 32.6 points above standard Declined 4 points 14 Students

Conclusions based on this data:

1. At Emery, one student groups is performing in the "blue" category, indicating a "high" performance level in English Language Arts.
Socioeconomically Disadvantaged students are performing 4.7 points above the standard.
English Learners are performing 30.7 points above the standard.
2. Emery Asian students population performed at a "Very High" Level. This group is 63.6 points above standard.
The Hispanic student population performed 17.3 points below standard which is in the low level.
3. Next steps:
Provide targeted support for Hispanic students and students with disabilities. Examine data of student subgroups through out the year and use assessments to guide instruction.

School and Student Performance Data

Academic Performance Mathematics

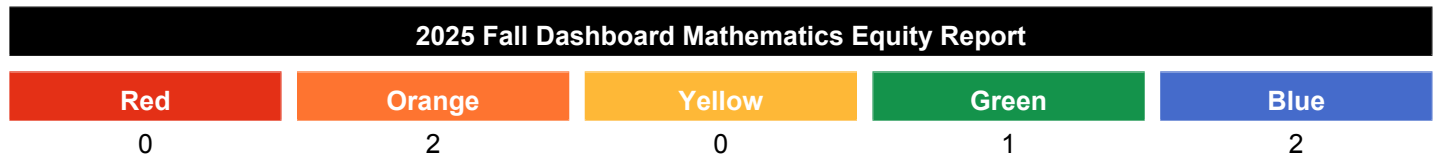
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 38 points above standard Maintained -1.8 points 334 Students	English Learners  Blue 49.5 points above standard Maintained 1.1 points 124 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  Green 10.3 points above standard Declined 5.4 points 202 Students

Students with Disabilities  Orange 82 points below standard Declined 39.4 points 36 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Blue 81.7 points above standard Increased 6.7 points 180 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Orange 29.4 points below standard Maintained -2.6 points 106 Students
Two or More Races  No Performance Color 22.3 points above standard Declined 5.8 points 15 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 31.5 points above standard Increased 7 points 14 Students

Conclusions based on this data:

1. At Emery, two student groups are performing in the "blue" category, indicating a "very high" performance level in mathematics:
The Asian student subgroup performed at 81.7 points above the standard and English Learners are performing 49.5 points above the standard.
2. Socioeconomically Disadvantaged students performed at a "high" level at 10.3 points above standard.
The Hispanic student subgroup performed 29.4 points below standard in the low category which was a drop from the previous year.
3. Next Steps:
Examine the Hispanic student population within each classroom for targeted focus when looking at data and creating intervention groups.
Continue to provide high quality math instruction using, Math Shelf in TK, iReady Math in K-1, and CGI. Monitor student progress on Common Formative Assessments and Interim Assessments, and plan interventions accordingly.

School and Student Performance Data

Academic Performance Science

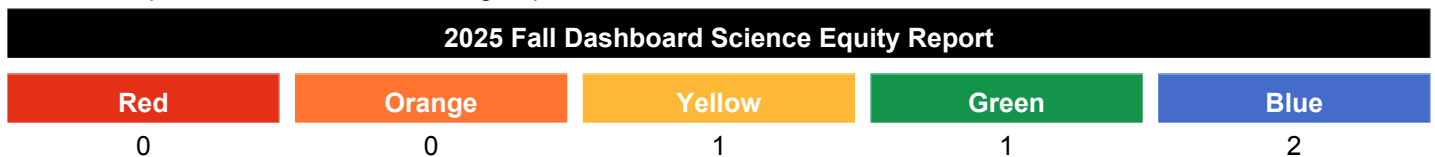
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students Green 65.8 science points Declined 3.7 points 110 Students	English Learners Blue 67.7 science points Maintained -0.3 points 48 Students	Long-Term English Learners No Performance Color 0 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged Green 58.2 science points Declined 6.1 points 68 Students

Students with Disabilities  No Performance Color 39.7 science points Declined 8.5 points 11 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  Blue 75.1 science points Maintained -0.4 points 58 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Yellow 51.5 science points Declined 6.6 points 36 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Conclusions based on this data:

1. At Emery, two student groups are performing in the "blue" category which are our Asians and English Learners.
2. Hispanic student group performed in the yellow category.
3. Need to incorporate more academic vocabulary to support Hispanic students.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
 Blue	 No Performance Color
59.8 making progress.	making progress.
Number Students: 97 Students	Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
6.2%	34%	1%	58.8%

Conclusions based on this data:

- 59.8% of English Learners are making progress towards English language proficiency.
- 58.8% of English Learners have progressed at least one ELPI Level and 6.2% have decreased one level.
- Next steps:
Continue to provide integrated and designated ELD to give specific language instruction to all English Learners. Provide additional resources to teachers and students to support differentiated targeted instruction. Provide additional writing resources to EL students.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Green

5.2% Chronically Absent

Declined 3.8

675 Students

English Learners



Blue

2.5% Chronically Absent

Declined 6.1

163 Students

Long-Term English Learners

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

Homeless



No Performance Color

6.3% Chronically Absent

0

16 Students

Socioeconomically Disadvantaged



Green

8.4% Chronically Absent

Declined 2.5

391 Students

Students with Disabilities  Green 3.8% Chronically Absent Maintained -0.3 79 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Blue 1.4% Chronically Absent Declined 6.7 351 Students	Filipino  No Performance Color 0% Chronically Absent Maintained 0 20 Students	Hispanic  Yellow 11.7% Chronically Absent Declined 2.8 223 Students
Two or More Races  Green 4.9% Chronically Absent Maintained -0.3 41 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 3.2% Chronically Absent Increased 0.5 31 Students

Conclusions based on this data:

- English Language Learners as a subgroup had the highest chronic absenteeism rate of 11.7% which declined 2.8 points from the previous year.
- Two subgroups are in the yellow:
Hispanic Student group at 11.7% and White Student Group at 3.2%.

Three subgroups are in the green:
Two or More Races at 4.9%, Students with Disabilities at 3.8%, and Socioeconomically Disadvantaged at 8.4%
- Next Steps:
Provide incentives, educate community of impacts of chronic absenteeism, provide regular updates of student attendance rates, celebrate excellent attendance schoolwide to encourage school attendance. Offer family support and strategies to encourage timely and steady attendance.

School and Student Performance Data

Conditions & Climate Suspension Rate

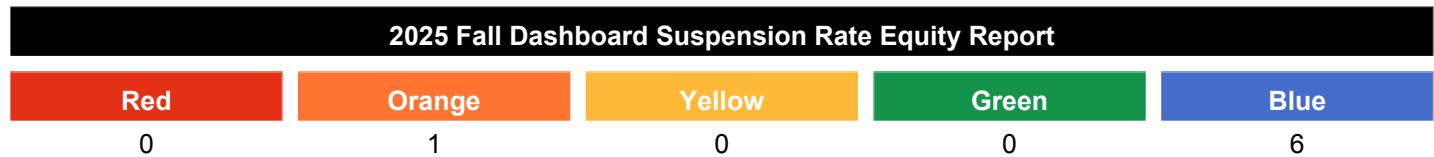
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.1% suspended at least one day Maintained 0% 683 Students	English Learners  Blue 0% suspended at least one day Declined 0.6% 165 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  No Performance Color 0% suspended at least one day 16 Students	Socioeconomically Disadvantaged  Blue 0.3% suspended at least one day Maintained 0% 394 Students

Students with Disabilities  Orange 1.3% suspended at least one day Increased 1.3% 80 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Blue 0% suspended at least one day Maintained 0% 355 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 21 Students	Hispanic  Blue 0.4% suspended at least one day Maintained -0.1% 224 Students
Two or More Races  Blue 0% suspended at least one day Maintained 0% 41 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 0% suspended at least one day Maintained 0% 33 Students

Conclusions based on this data:

1. Emery continues to have a very low suspension rate and is in the blue category.
2. Six student categories are in the "very high" blue category which supports the fact that Emery does not have a high suspension rate.
Hispanics, Two or more races, Asians, Socioeconomically Disadvantaged, English Learners, and White are all student subgroups in the blue category. Each had less than 1% suspension rate.
3. Next steps:
Emery will continue to monitor student behavior and suspensions in order to modify programs and interventions as needed. Provide other means of correction and inform staff about restorative practices and positive approaches to encourage positive behavior.

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.

Critical competencies in ELA, math and language proficiency.

Develop critical competencies in ELA, Math and Language Proficiency using evidence-based instruction tailored to increase cognitive engagement for all students while diminishing disparities among subgroups, such as multilingual and multicultural learners, low-income students, students with disabilities, and foster youth.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Develop critical competencies in ELA, Math, and Language Proficiency using evidence-based instruction tailored to increase cognitive engagement for all students while diminishing disparities among subgroups, such as multilingual and multicultural learners, low-income students, students with disabilities, and foster youth.

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.

CAASPP Mathematics

Though the overall performance in CAASPP Mathematics is 38 pts above standard and in the blue category, Students with Disabilities had an increased gap in distance from standard (-82) as compared to the previous year (-42.7) and are in the orange category..

Hispanic students maintained performance in Mathematics (-29.4 DFS) as compared to the previous year (-26.8 DFS) however they are still performing in the orange category.

There is a need to increase support for this sub group of students.

On the Math CAASPP, 3rd, 4th and 5th grade cohorts maintained a positive distance from math standards but increased their gap.

3rd grade Math DFS went from 38 to 35 pts.

4th grade Math DFS went from 45 to 43 pts.

5th grade Math DFS went from 32 to 23 pts which had the greatest decrease.

iReady Math - Winter Assessment (D2)

5th Grade -

Overall, 30% of students are below grade level in Math

26% of students are one grade level below in algebra and algebraic thinking

iReady Math - Winter Assessment (D2)

4th Grade -

30% of students are one grade level below, and 7% are far below grade level.

21% are below grade level in number and operations.

23% are below grade level in algebra and algebraic thinking.

iReady Math - Winter Assessment (D2)

3rd Grade -

27% of students are working one grade level below.

8% of students are working far below grade level.

42% of students are working one grade level below in Geometry, which is heavily targeted in trimester three.

34% are working one grade level below in number and operations.

iReady Math - Winter Assessment (D2)

2nd Grade -

36% of students are working one grade level below, and 7% are working far below.

30%-33% of students are working one grade level below in all domains.

iReady Math - Winter Assessment (D2)

1st Grade -

First Grade students show the biggest challenges, with 48% working one grade level below and 3% are far below in math.

51% of students are working one grade level below in number and operations.

42% are working one grade level below in measurement and data.

iReady Math - Winter Assessment (D2)

Kinder -

40% of students are one grade level below in math.

45% of students are working one grade level below in Measurement and Data.

40% are one grade level below in Number and Operations.

MATH Summary -

Winter 2026 Results Math

Overall, math scores show a 58% on grade level or above.

A high number of students in primary grades are not demonstrating understanding of number and operations:

Kinder 40% below grade level in number and operations

1st grade 51%, below grade level in number and operations

Thus, there is a need to target numbers and operations more intently in primary grades.

While upper grades show a need for a stronger focus on algebra and algebraic thinking:

5th 38% below grade level in algebra and algebraic thinking

4th 45% below grade level in algebra and algebraic thinking

CAASPP English Language Arts

On the ELA CAASPP, green status was maintained, though the overall score declined by nearly 3% from 65.6% to 63%. The Distance From Standard, though still positive, decreased from 38 points to 31 pts.

The Asian subgroup maintained performance in DFS (63.6), but all other subgroups moved further away from the standard.

English Learners DFS from 37.2 to 30.7 pts. (still positive and in green)

Socioeconomically Disadvantaged 15.7 to 4.7 pts. (yellow)

The gap for students with disabilities widened significantly from -74.1 to -93.9 pts. (red)

The Hispanic Group widened slightly from -11.8 to -17.3 pts.

3rd grade ELA DFS decline was significant from +32 to -2 pts. Which is a decrease of -34 pts.

5th grade ELA DFS also showed a decrease of 10 pts. from +65 pts to +55 pts. Though it is still above standard.

CAASPP - ELA (Writing)

There is a strong need for more explicit instruction in writing as most students scored below average in the category of evidence and elaboration.

3rd Grade - Informational (93%), Narrative (93%), Opinion (100%)

4th Grade - Informational (74%), Narrative (60%), Opinion (72%)

5th Grade - Informational (74%), Narrative (58%), Opinion (68%)

iReady ELA - Winter Assessment (D2)

5th Grade -

29% of students struggle with vocabulary in ELA

22% struggle with comprehension in informational text

Overall, 17% are one grade level below in ELA

Overall, 20% are far below grade level in ELA

iReady ELA - Winter Assessment (D2)

4th Grade -

44% of students are one grade level below and 10% are far below grade level in ELA

This is the most challenged group of all the grade levels in ELA

36% are one grade level below in vocabulary

28% are one grade level below in comprehension

iReady ELA - Winter Assessment (D2)

3rd Grade -

Though 85% of 3rd graders are working at or above grade level, 18% of students struggle with comprehension in informational text

iReady ELA - Winter Assessment (D2)

2nd Grade -

22% are working one level below grade level and 1% are far below.

36% of students are struggling with comprehension most in informational text

22% are one grade level below in phonics

iReady ELA - Winter Assessment (D2)

1st Grade -

Though 72% working at or above grade level in ELA

26% are one grade level below

36% of students are one grade level below in phonemic awareness.

33% of students are one grade level below in vocabulary

iReady ELA - Winter Assessment (D2)

Kinder-

Though 82% are at or above grade level in ELA,

18% of students are working one grade level below in ELA.

The greatest area of need is vocabulary, with 32% working one grade level below

Internal TK Assessment Data (Aug 2025)

68% of TK students enter not knowing how to count to 10.
 0% know how to write their name.
 48% cannot name capital letters
 59% cannot name lower-case letters.
 77% cannot match number sets 1-10.

ELA Summary -

Overall, 70% at or above Grade level in D2 Winter iReady.

Despite overall school gains in iReady, fourth grade had the lowest percentage of students improving in iReady ELA (34% at or above grade level). This indicates a need for stronger foundational literacy instruction early on and a more targeted approach to Tier 2 intervention for students in 3rd and 2nd grade to ensure better long-term outcomes.

ELPAC

All Grade levels increased ELPAC scores at level 3 and 4 from the previous year except for 4th grade which maintained at 65%.

K increased from 62% to 92%, 1st grade 60% to 66%, 2nd grade from 83% to 89%, 3rd grade from 71% to 82%, and 5th grade from 28% to 75%. There is a need to follow this cohort of 4th graders closely and review ELD strategies and implementation.

Emery's reclassification number decreased from 36 students in 23-24 to 23 students in 24-25.

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
Academic Indicator: ELA CAASPP Source: BPSD Source (Data Slides July 2025) CAASPP Distance from Standard Source: California Dashboard 2025	Baseline: CAASPP 23-24 SPRING ELA All Students: 65.6% Met or Exceeded All Students DFS: +38.33 points Actual Outcomes: CAASPP 24-25 SPRING ELA All Students Overall : 63% Met or Exceeded (Did not meet) All Students Overall DFS: +31.4 points (Did not meet)	For CAASPP 25-26 SPRING ELA we will increase (All Students) -percentages met or exceeded by a minimum of 3% from 63% to 66% Met or Exceeded -DFS (positive) from 31.4pts to 34.4 pts.
Academic Indicator MATH CAASPP Source: DTS Section: Student Performance Data - CAASPP 2025 (Math) CAASPP Distance from Standard Source: California Dashboard 2025	Baseline: CAASPP 23-24 SPRING MATH All Students: 65% Met or Exceeded All Students DFS: +37 points Actual Outcomes: CAASPP 24-25 SPRING MATH All Students Overall : 64% Met or Exceeded (Did not meet) All Students Overall DFS: +38 points (Did not meet)	For CAASPP 25-26 SPRING MATH we will increase (All Students) -percentages met or exceeded by a minimum of 3% from 64% to 67% Met or Exceeded -DFS (positive) from 38pts to 41pts.
ELPAC 2024-25 Source: BPSD Data slides (July 2025) California Dashboard	Baseline: ELPAC 23-24: All Students levels 3 & 4 65.85% Actual Outcome: ELPAC 24-25: All Students levels 3 (47.83%) and 4 (31.16%) 78.99%	For ELPAC 25-26 we will increase the percent of ELLs making progress towards English Language proficiency will increase by 3% annually from 78.99% to 82%.

iReady - Math Source:i-Ready (D2 Winter)	Baseline: Spring 2024 iReady D3 Math: 69% of students On/Above Grade level Actual Outcome: Spring 2025 D2 Data - Student overall scores are at 67%. Only 5% away from meeting the end-of-year goal of 72% by 2025. Actual Outcome: Winter 2026 Source: iReady D2 Math: 61% of students On/Above Grade level	By Winter 2027 (D2) there will be a 3% increase in student achievement in iReady Math: From 61% to 64% of students On/Above Grade level.
iReady - ELA Source: i-Ready (D2 Winter)	Baseline: Spring 2024 iReady D3 Reading: 76% of students On/Above Grade level Actual Outcome: Spring 2025 D2 Data - Student overall scores are at 67% which is 12% away from meeting the end of year goal of 79% by May 2025. Actual Outcome: Winter 2026 Source: iReady D2 ELA: 70% of students On/Above Grade level	By Winter 2027 (D2) there will be a 3% increase students achievement in iReady Reading: From 70% to 73% of students On/Above Grade level.
Reclassification Source: BPSD Data slides (July 2025)	ELPAC 24--25 Reclassification Rate 15.1% Actual Outcomes: 2023-2024 Reclassification Rate 22%	By the end of the 2025-2026 school year, the reclassification rate will increase by 3%: from 15% to 18%.

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	Targeted Interventions for all students not meeting grade level standards. Tier 2 intervention and monitoring within all classrooms for students not meeting grade level standards. Utilize CARE Pathways as an approach to identify, prescribe and support students academic and behavioral needs across all grade levels. Professional Learning Community (PLC) will meet biweekly to discuss student work, data, next steps and consider interventions as needed. Develop and implement targeted interventions, focusing on reading, writing, and research skills for 3rd-5th through small group instruction or via additional support staff, or specialized programs. Enhance Foundational Skills in Early Grades:	All Students	4000-4999: Books And Supplies Instructional materials including copy paper, construction paper, pencils, pens, crayons, markers, composition books, iPad, etc. 5000-5999: Services And Other Operating Expenditures Training iReady, Care Pathways 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Provide small group support, high frequency word support, spiral review, and targeted instructional strategies in Kindergarten and 1st grade to improve early literacy skills, aiming for a higher percentage of students performing at grade level by the end of the year. Continuous Monitoring and Support: Use data from i-Ready diagnostics to continuously monitor student progress and adjust interventions as necessary. Set specific stretch growth goals that align with their needs. Use data from STAR Assessment for trimester analysis to establish targeted student support. Professional Development: Invest in professional development for teachers, focusing on effective strategies for literacy instruction and differentiation to support students at various skill levels. Incorporating STEAM content integration for increased vocabulary and comprehension. Expenditures: Renaissance STAR Assessment Online (\$5847)		Training for leads and coaches 5847 Title I 4000-4999: Books And Supplies iReady Program for ELA/Math Renaissance STAR Assessments STAR Suite 1000-1999: Certificated Personnel Salaries Academic Coaches/Conferences for teachers 1000-1999: Certificated Personnel Salaries Learning Coach for Tier 3 interventions
1.2	Targeted Sub Groups: Hispanic, Students with Disabilities and ELL students not progressing in ELA/Math/ELPAC -The Bilingual Instructional Aide will provide small group intervention sessions for ELA and Math, focusing on students identified as needing additional support and are in ELPAC levels 1 and 2. The sessions will be conducted in English to build both content knowledge and language proficiency and may include preview/review strategies in native language. -ELA: Focus on foundational literacy skills (phonics, decoding, fluency) for lower grades and reading comprehension strategies for upper grades. Math: Use visual and manipulative-based teaching to develop understanding of key math concepts (e.g., addition, subtraction, fractions). -Scaffolded reading exercises and	Student subgroups- Hispanic, socioeconomically disadvantaged students, ELL students, Students with Disabilities	30376 Title I 2000-2999: Classified Personnel Salaries Bilingual Instructional Aide 1000 Title I 4000-4999: Books And Supplies intervention support materials (flash cards, learning games, realia, etc).

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	structured writing prompts. Expenditures: The expenditures to meet this goal will include: -Bilingual Instructional Aide for ELA reading/Math intervention for 1st-5th grade students including additional time for blocks beyond her scheduled day as needed (Title 1 - \$30,376) • supplemental books and instructional materials to support interventions, sensory materials for students with specific needs (Title 1 -1000)		
1.3	-Continue to modify and improve the components of balanced literacy and execute strategic literacy support in order to increase reading achievement. -Utilize resources that can be differentiated to advance student learning. -Provide highly engaging literacy resources that capture student interest. Scholastic News, See Saw, Raz Plus -Provide professional development for teachers in Tier 2 interventions that include reading in upper grades (Instructional Coach) Expenditures: The expenditures to meet this goal will include: Scholastic News TK-5th grade (\$5305) Raz Plus online leveled literacy library (\$5031) Seesaw Platform (\$3500)	All Students	5305 Title I 4000-4999: Books And Supplies Scholastic Story-works 5031 Title I 4000-4999: Books And Supplies Raz Plus Online Program 3500 Title I 4000-4999: Books And Supplies Seesaw Platform
1.4	Using the ELD Standards and the ELA/ELD Framework provides integrated and designated ELD instruction to support the language needs of all English Learners that incorporates research-based strategies. ELD - Integrated ELD throughout the day in all topics using best practices (i.e., graphic org, pictures, realia, etc) ELD- Designated ELD schedule for 30-minute blocks of ELD time in each class	English Learners	3000 Title I 4000-4999: Books And Supplies Bilingual books in English/Korean and English/Spanish, Multicultural 600 Title I 1000-1999: Certificated Personnel Salaries Provide summer packets to support students and prevent learning loss, materials

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	daily. Utilize the District's adopted Language Power to provide ELD-designated instruction. Maximize learning time with strategy groups during the Reading and Writing Workshop for specific interventions. Provide Bilingual book options to support home-to-school English development. Purchase English/Korean Books and English/Spanish Books for the library. Given the gap for students with disabilities widened significantly from -74.1 to -93.9 pts. (red) and also, the Hispanic Group achievement gap widened slightly from -11.8 to -17.3 pts. -Thus, summer packets will be created and distributed for students to reduce summer learning loss. Families of EL Students will be directly informed and encouraged to participate in this optional opportunity. -Schedule blocks of time for admin, teachers, and resource specialists to meet to discuss student IEP goals and plan how those goals will be achieved. Given that TK Students Enter with high language needs and number-sense exposure: -Provide Early intervention and family engagement to TK/K families to reduce achievement gaps before formal instruction begins. -Build school-home partnerships with TK/K families from enrollment and throughout student attendance. (Title 1 - \$1000) -Provide parent engagement opportunities for families before the start of school to explain the TK/K program, share best practices for success, and help families plan and prepare for the start of school. Increasing parent knowledge of how to support academic success.		2077 Title I 1000-1999: Certificated Personnel Salaries TK/K Teacher compensation, summer Soaring Start targeted student support 1500 Title I 2000-2999: Classified Personnel Salaries TK/K Instructional Aides summer Soaring Start targeted student support. 1000 Title I 4000-4999: Books And Supplies EL Writing Supports- Provide additional opportunities for ELL students to practice writing to advance their ELD. Journals and learning materials. 1000 Title I 1000-1999: Certificated Personnel Salaries Teacher compensation for TK/K parent engagement, build school home partnership, and parent capacity building. 900 Title I 4000-4999: Books And Supplies Material or student summer packets to prevent learning loss

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Building early connections with families of at-risk students (Title 1 - \$2077) Expenditures: The expenditures to meet this goal will include: • add culturally responsive literature and bilingual library books (Title 1- \$3000) • teacher compensation for summer packet creation (Title 1 - \$600) • materials for student summer packets (Title 1 - \$900) • Teacher compensation for TK/K Eagles parent engagement on early intervention for a successful school year launch. (Title 1 - \$2077) • classified staff (instructional aides) for TK/K Eagles early return for assessment (Title 1 - \$1500) • EL student writing support - journals, materials (Title 1 - \$1000) • Teacher compensation to provide TK/K Community Informational presentation to build parent capacity, build home-school partnership (Title 1 - \$1000)		
1.13			

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

The school continued to implement both integrated and designated ELD instruction to support the progress of English Learners. Instructional practices were strengthened by incorporating more writing into culminating activities, allowing students to deepen their language development, apply academic vocabulary, and make meaningful connections between prior knowledge and new learning.

In addition, summer learning packets were distributed to approximately 300 students to help prevent learning loss. These efforts supported continued academic engagement beyond the school year and reinforced key skills.

Overall, these strategies contributed to increased opportunities for language development and helped advance progress toward the articulated goal.

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

There were several notable differences between the intended implementation and the actual budgeted expenditures compared to the prior year. Overall, funding this year was more strategically focused on early intervention, family engagement, and targeted support for English Learners.

In contrast to the previous year, which included a larger investment in teacher planning time, professional development, and broad instructional resources (such as Language Power integration and STEAM connections), this year's expenditures shifted toward more targeted and student-centered supports. Specifically, funds were allocated to support culturally responsive and bilingual literature, student writing materials, and the development of summer learning packets to prevent learning loss.

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

The goal will be refined to place a stronger emphasis on early intervention, targeted English Learner support, and meaningful family engagement. While the overall goal remains consistent, the strategies and activities will be adjusted to better align resources with identified student needs.

Key changes include increasing the use of culturally responsive and bilingual instructional materials, expanding structured writing opportunities for English Learners, and continuing the implementation of both integrated and designated ELD with a focus on measurable language growth. Additional emphasis will be placed on early learning supports through TK/K transition activities, including summer assessment opportunities and parent informational sessions to build family capacity and support student readiness.

Strategies will also continue to include the development and distribution of summer learning materials to mitigate learning loss and reinforce key skills.

Metrics will be refined to more closely monitor English Learner progress, including writing development and language acquisition, as well as participation in family engagement opportunities. These updates can be found in the SPSA under Goal 1.4 within the description section related to English Learner achievement, early intervention, and family engagement.

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.

Highly qualified staff

Highly qualified staff will deliver standards-based instruction and support district systems designed to increase cognitive engagement for all students, especially those with unique needs, within clean, well-maintained school facilities that foster a positive learning environment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Highly qualified staff will deliver standards-based instruction and support district systems designed to increase cognitive engagement for all students, especially those with unique needs, within clean, well-maintained school facilities that foster a positive learning environment.

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.

LCAP Winter Survey 25-26

Participants:

LCAP Winter Survey 25-26

Participants:

LCAP Student Survey-A total of 400 average (K-5) respondents completed this survey.

LCAP Staff Survey-A total of 35 respondents completed this survey.

LCAP Parent Survey-A total of 33 respondents completed this survey.

Mental Health Awareness: Parent Survey:

*89% of parents are aware of district-provided mental health support, reflecting a significant increase from last year (44%). Though this is an improvement, there is a need for increased efforts to share mental health care options, some families still feel uninformed, highlighting a need for more targeted communication and outreach.

We will increase this by 3 % by next year.

*STEAM Program Awareness: Parent Survey

78% (up from 62.3%) of families feel adequately informed about Emery's STEAM Passion Program. Although STEAM updates were shared at parent meetings, counselor newsletters, and distinct emails, additional communication strategies are needed to enhance parent engagement and awareness.

*School Cleanliness & Maintenance: Parent Survey

Cleanliness Perception:

88% (down from 95.9%) of parents agree that the school and classrooms are kept neat and clean while 97% of staff and 93% of students agree that in general, school facilities and school grounds are kept neat and clean.

*School Condition: Parent Survey

94% of parents (down from 97.1) and 86% of staff (down from 94.6%) believe the school is in good repair. However, 95% of students have not changed from the previous year.

Areas of Need:

Improve outreach and accessibility of mental health support information.

Expand STEAM communication efforts to ensure all families feel informed.

Address discrepancies in cleanliness perception between parents, students, and staff through targeted improvements and feedback opportunities.

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
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School Facilities, Safety, and Technology Source: LCAP Winter Surveys 25-26	Baseline: 2025-2026 Winter LCAP Surveys Student Perception: (Jan-Feb) 93% agree that school/classrooms are kept neat and clean 95% agree that school/classrooms are in good repair 98% agree that the school is keeping students and teachers healthy and safe 98% agree that required technology is made available in a timely manner Staff Perception: 97% agree that school/classrooms are kept neat and clean 86% agree that school/classrooms are in good shape 97% agree that adequate safety measures are in place to keep staff and students healthy 91% agree that required technology is made available in a timely manner Parent Perception: 88% agree that school/classrooms are kept neat and clean 94% agree that school/classrooms are in good shape 97% agree that adequate safety measures are in place to keep staff and students healthy 97% agree that required technology is made available in a timely manner ACTUAL OUTCOMES: 2023-2024 Winter LCAP Surveys Student Perception: (Jan-Feb) 92.3% agree that school/classrooms are kept neat and clean 96.1% agree that school/classrooms are in good shape 97.2% agree that the school is keeping students and teachers healthy and safe 96.1% agree that required technology is made available in a timely manner Staff Perception: (Dec-Jan) 100% agree that school/classrooms are kept neat and clean 88.4% agree that school/classrooms are in good shape 100% agree that adequate safety measures are in place to keep staff and students healthy 100% agree that required technology is made available in a timely manner Parent Perception: (Dec-Jan)	Sustain or Increase by 1% in the 2026-2027 Winter LCAP Student Survey in each category. Student Perception: From 93% to 94% agree that school/classrooms are kept neat and clean From 95% to 96% agree that school/classrooms are in good repair From 98% to 99% agree that the school is keeping students and teachers healthy and safe From 98% to 99% agree that required technology is made available in a timely manner Staff Perception: From 97% to 98% agree that school/classrooms are kept neat and clean From 86% to 87% agree that school/classrooms are in good shape From 97% to 98% agree that adequate safety measures are in place to keep staff and students healthy From 91% to 92% agree that required technology is made available in a timely manner Parent Perception: From 88% to 89% agree that school/classrooms are kept neat and clean From 94% to 95% agree that school/classrooms are in good shape From 97% to 98% agree that adequate safety measures are in place to keep staff and students healthy From 97% to 98% agree that required technology is made available in a timely manner
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	92.5% agree that school/classrooms are kept neat and clean 91.3% agree that school/classrooms are in good shape 97.4% agree that adequate safety measures are in place to keep staff and students healthy 98.7% agree that required technology is made available in a timely manner -- ACTUAL OUTCOMES: LCAP Winter Survey 2024-2025 (Jan-Feb) Student Perception: 90.7% agree that school/classrooms are kept neat and clean 95.5% agree that school/classrooms are in good shape 95.9% agree that the school is keeping students and teachers healthy and safe 95.5% agree that required technology is made available in a timely manner Staff Perception: (Dec-Jan) 97.3% agree that school/classrooms are kept neat and clean 94.6% agree that school/classrooms are in good shape 97.3% agree that adequate safety measures are in place to keep staff and students healthy 100% agree that required technology is made available in a timely manner Parent Perception: (Dec-Jan) 95.9% agree that school/classrooms are kept neat and clean 97.1% agree that school/classrooms are in good shape 89% agree that adequate safety measures are in place to keep staff and students healthy 98.4% agree that required technology is made available in a timely manner	
Student Academic and Behavioral Support Source: LCAP Winter Parent Survey 25-26	Baseline: 2025-2026 Winter LCAP Parent Survey Parent Perception: 94% feel children can get help outside of class 97% feel there is adequate support before/during/after school. 96% feel children get help with behavior issues. 96% feel they are informed of child's at/below/or above status. 97% believe adults believe in that children can do well in school	Sustain or Increase by 1% in the 2026-2027 Winter LCAP Parent Survey in each category. Parent Perception: From 94% to 95% of children can get help outside of class From 97% to 98% feel there is adequate support before/during/after school. From 96% to 97% feel children get help with behavior issues. From 96% to 97% feel they are informed of child's at/below/or above status.

	94% believe teachers answer their child's questions. 94% believe their children are encouraged to take part in before, during, and after school enrichment activities like SOARS Actual Outcome: 2023-2024 Winter LCAP Parent Survey (Dec-Jan) Parent Perception: 76.8% feel children can get help outside of class 79.7% feel there is adequate support before/during/after school. 90.8% feel children get help with behavior issues. 89.7% feel they are informed of child's at/below/or above status. 93.6% believe adults believe in that children can do well 90.7% believe teachers answer their child's questions. 93.2% believe their children are encouraged to take part in before, during, and after school enrichment activities like SOARS Actual Outcome: LCAP Winter Survey 2024-2025 (Jan-Feb) Parent Perception: 83.9% feel children can get help outside of class 78.4% feel there is adequate support before/during/after school. 81.1% feel children get help with behavior issues. 93.8 feel they are informed of child's at/below/or above status. 98.4% believe adults believe in that children can do well 93.8% believe teachers answer their child's questions. 88.7% believe their children are encouraged to take part in before, during, and after school enrichment activities like SOARS	From 97% to 98% believe adults believe in that children can do well in school From 94% to 95% believe teachers answer their child's questions. From 94% to 95% believe their children are encouraged to take part in before, during, and after school enrichment activities like SOARS.
Student Academic and Behavioral Support Source: LCAP Student Survey	Baseline: LCAP Winter Survey 2025-2026 : Student Perception Student Perception: 98% of students feel they can get help in class when needed	Sustain or Increase by 1% in the LCAP Winter Survey 26-27 in each category of the Student Survey Student Perception: From 98% to 99% of students feel they can get help in class when needed

	91% of students feel they know where to get help if struggling with having a hard time at school. 94% of students feel they can get academic support before/during/and after school. Actual Outcome LCAP Winter Survey 24-25: Student Perception: 97.5% of students feel they can get help when needed 84.2% of students feel they can get help outside of class when needed. 93.4% of students feel they can get academic support before/during/and after school. 87.9% of students feel they know where to go when struggling with behavior issues. Actual outcome: LCAP Winter Survey 2023-2024: Student Survey Student Perception: 97.7% of students feel they can get help when needed 92.5% of students feel they can get help outside of class when needed. 94.5% of students feel they can get academic support before/during/and after school. 91.1% of students feel they know where to go when struggling with behavior issues.	From 91% to 92% of students feel they know where to get help if struggling with having a hard time at school. From 94% to 95% of students feel they can get academic support before/during/and after school.
Professional Development Training Curriculum and Instruction and Effectiveness Source: LCAP Staff Survey	Baseline: LCAP Winter Survey 2025-2026: Staff Perception 89% of staff feel that the education supports for Passion Projects that have been provided is valuable 94% of staff feel they receive adequate opportunities for research-based professional learning that support EL student achievement Actual Outcome: LCAP Winter Survey 24-25: Staff Perception 93.8% of staff feel that the education supports for Passion Projects that have been provided is valuable 91% of staff feel they receive adequate opportunities for research-based professional learning that support EL student achievement Actual outcome: LCAP Winter Survey 23-24: Staff Perception:	Sustain or Increase by 1% in the 2025-2026 Winter LCAP Student Survey (Jan-Feb) in each category. Staff Perception: From 89% to 90% of staff feel that the education supports for Passion Projects that have been provided is valuable. From 94% to 95% of staff feel they receive adequate opportunities for research-based professional learning that support EL student achievement

	52.7% of staff feel that the education supports for Passion Projects that have been provided is valuable 84% of staff feel they receive adequate opportunities for research-based professional learning that support EL student achievement	
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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	Build positive culture and improve educational outcomes by providing a multi-tiered system of academic, behavioral and social-emotional supports focused on growth and achievement (MTSS). Continue offering SEL Push In lessons from school counselor. Introduce a monthly Positive Growth Mindset Quote for positive self talk and student motivation. Provide regular recognition of student displays of School Expectations, displays of positive student character, growth mindset and achievement at monthly jubilees. Provide E-Ticket PBIS rewards program for student motivation (prizes and events) Provide training for Classified Staff for improved supervision and student recognition Continue monthly announcements by student council Hold monthly PBIS meetings to examine data and plan for school events include classified and certificated. Provide compensation if outside work day. Expenditures: The expenditures to meet this goal will include: materials to support classroom lessons that focus on teaching behavior expectations, the core ethical values and social skills (Discretionary and Culture Climate)	All students	0 4000-4999: Books And Supplies Materials to support classroom lessons that focus on teaching behavior expectations, the Core Ethical Values, and social skills. 3200 Title I 2000-2999: Classified Personnel Salaries Attend training (Playground supervisors, P.E. Instructional Aides, etc.) or attend PBIS meetings or pay for subs on planning dates 6497 Title I 1000-1999: Certificated Personnel Salaries Meetings and sub days to plan PBIS/MTSS activities in support of positive school culture.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	• support materials and incentives for PBIS (Discretionary and Culture/Climate) • PBIS team planning to review and analyze data, update behavior matrix, and plan activities paid hourly for attendance (Title 1 - \$6497 for Certificated). -PBIS training for classified team members, PBIS meeting attendance, sub days (\$3200). • materials for social emotional learning (Discretionary) -Present Great Expectation Assemblies at the beginning of each trimester to promote positive behaviors. • Conduct PBIS area training rotations for student expectations • Continue monthly school assemblies "Jubilees" to recognize positive student behavior and achievement. • PBIS Team review and monitor office referrals and shared data with stakeholders • Digital Citizenship lessons		
2.2	Promote and maintain a safe learning environment by implementing and monitoring comprehensive policies and procedures including emergency drills, health and safety supplies, and staff dedicated to the security of students, staff, and others approved to be on campus. Expenditures: The expenditures to meet this goal will include: • student supervision before, during and after school • annual purchases of safety supplies (discretionary emergency supplies) -conduct monthly safety drills and provide staff feedback as needed • rooms equipped with safety supplies to secure classrooms - Lock Blox, emergency backpacks, toilet with supplies	All students	0 2000-2999: Classified Personnel Salaries Staff for student supervision before, during and after school. 0 1000-1999: Certificated Personnel Salaries Conduct monthly safety drills and provide necessary safety supplies.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	(discretionary emergency supplies) • Staff training for emergency procedures • review office procedures for visitors and campus safety		
2.3	Provide adequate tech supplies to support technology advancement and digital citizenship (Discretionary) Expenditures: The expenditures to meet this goal will include: -technology replenish budget (discretionary)	All students	0 4000-4999: Books And Supplies Technology supplies and replacements including headphones, keyboards, ipad cases etc. 0
2.4	Inform families about SOARS *Work collaboratively with the SOARS leads to provide before and afterschool support to families and students. *Work Collaboratively with SOARS leads to inform families of support options. *Site management will hold regular meetings with SOARS leads *Include SOARS information in Principals Messages to inform those NOT in SOARS *Deliver a presentation to incoming TK/K families informing them about school program and SOARS afterschool options Expenditures: The expenditures to meet this goal will include: -monthly meetings -use of Parent Square platform	All Students	0
2.5	Maintain and update a Parent Handbook for the Emery Community. Include STEAM program information, Mental Health options in side and outside of school, SPED SELPA resources, PBIS school practices and other helpful site information relevant to the school culture/climate and safety. Expenditures: The expenditures to meet this goal will include: -STEAM Newsletter - Include information about each grade levels activities and events, STEAM dispositions, standards	All Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	being address, helpful STEAM parent tips, and program updates. Include information about Careers in STEAM. Posted in Parent Square • Counseling Newsletter -Provide monthly information and tips to families about mental health, resources, and updates form the School Counselor. Include information about access to services. Posted in Parent Square		
2.6	Cleanliness and Campus Maintenance • Maintain Clean bathrooms by increasing rotations during the school day. -Add Bathroom expectations charts in all bathrooms and review with students. -Create Bathroom Reporting Sheets for 2nd-5th • Add trash cans to the playground and in other areas as needed • Add trash cans to front of the school, including a doggie waste station • Implement clean-up crews/champions with student volunteers to help keep our school clean • Ensure timely entries of maintenance requests for repairs as needed. • Remove waste from common areas and avoid clutter in all areas of the campus Expenditures: The expenditures to meet this goal will include: Signs for bathroom (discretionary) Wastebaskets and dog litter stations in front of school (discretionary)		

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Goal 2 focused on increasing access to targeted student support through expanded afterschool opportunities. This goal was successfully met through effective communication and the continued growth of the SOARS afterschool program. The school significantly expanded the program by increasing the number of students served and broadening the range of afterschool activities available. These opportunities were made accessible not only to students enrolled in the SOARS program, but also to additional students across the school community.

In addition, two quarterly newsletters were introduced to strengthen communication with families. The STEAM newsletter provided updates on schoolwide STEAM initiatives, while the "Counseling Corner," published by the school counselor, shared resources and information related to student well-being and mental health supports. These efforts helped ensure families remained informed about available programs and supports for all students.

Staff Development has improved over the past 3 years so staff feels supported and that the professional development has been useful.

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

A significant difference between the intended implementation and budgeted expenditures was the increased allocation of funds to both classified and certificated staff to strengthen PBIS implementation. This strategic adjustment allowed the team to expand the schoolwide PBIS program beyond the original scope.

As a result, the team developed more comprehensive systems, including clear plans and timelines to strengthen both Tier 1 and Tier 2 PBIS supports. This expanded work has established a strong foundation and is expected to have a meaningful impact on school climate, student behavior, and support systems in the upcoming school year.

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

As a result of this analysis, the school will refine its approach to improving campus safety and cleanliness by implementing more targeted and proactive strategies. A key change includes increasing the focus on schoolwide cleanliness systems as part of maintaining a safe and supportive learning environment.

Specific adjustments to strategies and activities include the addition of more trash cans throughout the campus, including playground areas and the front of the school, as well as the installation of a dog waste station. The school will also increase restroom monitoring by adding more frequent checks and rotations during the school day to ensure cleanliness is consistently maintained.

To build student ownership and reinforce expectations, bathroom expectation charts will be posted and explicitly taught, and bathroom reporting sheets will be implemented for students in grades 2–5. In addition, student-led clean-up teams or "campus champions" will be established to support overall campus cleanliness and promote shared responsibility.

Operational improvements will include ensuring the timely submission of maintenance requests and maintaining clean, clutter-free common areas across campus. Updates to these strategies can be found in the SPSA under Goal 2.6, within the description section related to school climate.

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.

Increase Student Outcomes

Increase student outcomes through impactful instruction of core subjects and expand college and career pathway programs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase student outcomes through impactful instruction of core subjects and expand college and career pathway programs.

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.

Emery's 5th grade CAST science data reveals that 53% of students met or exceeded science standards, while 38% nearly met the standard, and only 7% were far below. This is a decrease from the 23-24 school year in which 68% of students met or exceeded science standards, 26% nearly met the standard, and only 4% were far below.

There is a need to maintain a constant focus on science across grade levels and a need to align STEAM activities in support of grade level standards.

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
CAST -Science 5th grade (Source: California Dashboard)	5th Grade 24-25 CAST : Overall 53% of 5th graders Met or Exceeded Science Standards Actual Outcomes: Spring 2024 CAST: Overall 68% of 5th graders Met or Exceeded Science Standards	Spring 2026 CAST: Increase Overall Met or Exceeded Science Standards by 3% from 53% to 56%.
Passion Programs and Enrichment (i.e. STEAM, etc) (Source: LCAP Student Survey and LCAP Parent Survey)	Baseline: 25-26 Winter LCAP Student Survey- 94% of students feel they have opportunities to take part in before, during, and after school programs and services.	Sustain or Increase by 3% in the 26-27 Winter LCAP Student Survey and Parent Survey to enhance the overall student experience and address identified areas of need. Student Perception: From 94% to 97% of students feel they have opportunities to take part in

	Baseline: 25-26 Winter LCAP Parent Survey 78% of families feel they are provided adequate information on Passion Programs (STEM, VAPA, AVID, IB, etc.) to help them understand what their child is learning in school. Actual Outcomes: Baseline: 2023-2024 Winter LCAP Student Survey (Jan-Feb) Student Perception: 92% of Students feel encouraged to participate in before, during, and afterschool enrichment activities. 95% of Students feel their families are kept informed about the school's STEAM, Art Program to better understand what I am learning in school. Actual Outcomes 2024-2025 Winter LCAP Student Survey (Jan-Feb) Student Perception: 87.6% of Students feel encouraged to participate in before, during, and afterschool enrichment activities. 87.8% of Students feel their families are kept informed about the school's STEAM Art Program to better understand what I am learning in school.	before, during, and after school programs and services. Parent Perception: From 78% to 81% of families feel they are provided adequate information on Passion Programs (STEM, VAPA, AVID, IB, etc.) to help them understand what their child is learning in school.
Physical Fitness and Healthy Attitudes (Source: LCAP Student Survey)	Baseline: 25-26 Winter LCAP Student Survey- 97% of students feel encouraged to be physically fit and healthy.	Sustain or Increase by 1% in the 26-27 Winter LCAP Student Survey Student Perception: From 97% to 98% of students feel encouraged to be physically fit and healthy

	Actual Outcomes: 2023-2024 Winter LCAP Student Survey (Jan-Feb) Student Perception: 98% of students feel encouraged to be physically fit and healthy. Actual Outcomes: 2024-2025 Winter LCAP Student Survey (Jan-Feb) Student Perception: 96.8% of students feel encouraged to be physically fit and healthy.	
Site Based STEAM Survey	Baseline: Spring Site-Based Student STEAM Survey 25-26 72.6% of students very much enjoyed the STEAM classes teachers have planned for their students. 25.4 answered Yes, somewhat enjoyed the STEAM classes teachers have planned for students. Actual Outcomes: Site-Based STEAM Survey Winter 24-25 73% of students very much enjoyed the STEAM classes teachers have planned for their students.	Sustain or increase by 3% in the 26-27 Site Based Student STEAM Survey the number of students that very much enjoyed the STEAM classes teachers have planned for their students. From 73% to 76%.

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	Advance the STEAM Program: To foster deeper student engagement and understanding across key disciplines and advance understanding of science in CAST scores, we will strengthen our STEAM program through the following: STEAM Instructional Plan to Support CAST Achievement: Standards-Aligned STEAM Instruction *Design and implement STEAM lessons that directly address NGSS science standards *Integrate technology, mathematics, and engineering concepts into science instruction *Ensure all grade levels align STEAM lessons to grade-level standards and core science concepts *Build coherent knowledge progression across grade levels *Vocabulary Development & Academic	All Students	4000-4999: Books And Supplies Science materials, equipment, posters, charts, visuals, literature, technology 1000-1999: Certificated Personnel Salaries Cost of substitute teachers

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Language *Increase intentional vocabulary instruction within STEAM lessons *Provide student-accessible word banks to support observation recording and academic discourse *Reinforce the use of domain-specific language in speaking and writing Student Reflection & Higher-Order Thinking *Incorporate structured reflections at the end of lessons *Emphasize the use of scientific language in student responses *Promote higher-order thinking aligned to STEAM dispositions (critical thinking, problem-solving, innovation) *Spiral Review for 5th Grade *Implement ongoing spiral review of key science concepts from prior grade levels *Reinforce foundational knowledge to support mastery of 5th-grade standards *Prepare students for CAST through cumulative concept review and application. Collaboration Time: Allocating dedicated time for teachers to collaborate on designing and refining STEAM projects, encouraging cross-curricular integration, and creative problem-solving approaches. Provide funding for hands-on grade-level projects that capture student interest and promote active learning. These projects will help students develop critical thinking and problem-solving skills while deepening their understanding of science, technology, engineering, art, and mathematics.(STEM & Passion Program) Encourage innovation and creativity, essential skills for future careers in STEAM fields in lessons and in STEAM Newsletter messaging. Promote teamwork and collaborative learning, fostering positive social interactions through the STEAM Dispositions based on NGSS Standards.		

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Builds a strong foundation in problem-solving, logic, and critical thinking that will benefit students across all subjects via highly engaging and high-interest STEAM activities. Incorporate Tier 3 Vocabulary in activities and spiral review to advance the language of STEAM careers and industry. Expenditures: The expenditures to meet this goal will include: • Materials for STEAM lessons and activities (Passion Program Budget) • Planning Time • Provide Steam Dispositions to connect to real life experiences • Planning Time (Discretionary) • Subs for planning time (Discretionary)		
3.2	Develop Garden Projects that expand the use of site garden beds to integrate science lessons, helping students connect their learning to the natural world and understand the relevance of environmental science and sustainability. (STEM & Passion Program) Schedule weekend garden blasts to sustain garden with community volunteers. (STEM & Passion Program) Science Integration: Students will use garden projects to learn about plant biology, ecosystems, and sustainability, applying their knowledge in real-world settings. Career Connections: Lessons will highlight how science-based careers, such as agriculture, horticulture, environmental engineering, and food sciences, relate to the work being done in the garden. Provide hands-on, experiential learning that reinforces classroom science lessons. Helps students understand the value of environmental stewardship and sustainable practices. Sparks interest in potential science and agriculture careers, building connections between what they learn now and future opportunities.	All Students	4000-4999: Books And Supplies garden materials, tools, supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Expenditures: The expenditures to meet this goal will include: -Materials, supplies, tools (STEM & Passion Program)		
3.3	Art Lessons: Provide lessons that deepen students' understanding of art and art techniques. Interdisciplinary Learning: The program allows students to see the relationship between art and other STEAM fields, such as geometry in design and physics in sculpture. (STEM & Passion Program) Critical Thinking and Problem Solving: Through the exploration of different artistic styles and techniques, students learn to approach problems with creativity and flexibility. (STEM & Passion Program) Encourages creativity, a vital skill for innovation in all STEAM fields. Helps students develop fine motor skills, focus, and attention to detail. Exposes students to art-related careers and broadens their understanding of how art and technology intertwine in the modern workforce (STEM & Passion Program) Expenditures: The expenditures to meet this goal will include: -program fees and materials (Discretionary, STEM & Passion Program)	All Students	5000-5999: Services And Other Operating Expenditures Program fees, materials
3.4	Physical Education (PE): Physical Fitness: Promotes physical health, teaching students about the importance of exercise Social Skills and Teamwork: Through group sports and activities, students learn the value of cooperation, leadership, and good sportsmanship. Cognitive Benefits: Physical activity has been shown to improve focus, memory, and academic performance by reducing stress and enhancing brain function. Expenditures: The expenditures to meet this goal will include: -Equipment, materials (Physical Education Budget) -Provide equipment and club events to encourage student participation and engagement in healthy practices. (P.E. Budget)	All Students	4000-4999: Books And Supplies various types of sports equipment

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.5	GATE (Gifted and Talented Education) Program: The GATE Program is designed to meet the needs of gifted students, providing them with the intellectual challenge and stimulation they require to reach their full potential. Differentiated Instruction: Gifted students will receive instruction tailored to their abilities, allowing for deeper exploration of topics and more complex problem-solving tasks. Advanced Learning Opportunities: GATE students will participate in enrichment activities, specialized projects, and research that align with their strengths and interests. Battle of the Books PBL STEAM Challenge Engineering Flur Challenge Perennial Math Tournament. Ensures that gifted students remain challenged and engaged in their education. Provides opportunities for these students to pursue independent study, leadership roles, and advanced learning that can propel them towards high academic and career success. Supports social-emotional development by connecting gifted students with peers of similar abilities. Expenditures: The expenditures to meet this goal will include: • Tournament Fees, Material (GATE Budget) -Teacher service hours prep math team, speech team (GATE Budget)	Identified Gifted and high achieving students	1000-1999: Certificated Personnel Salaries Events, Teacher Prep 5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies competition prep, entry fees
3.6	Provide opportunities for student engagement and extra-curricular activities that support student learning and social emotional development. Encourage students to participate in activities that	All Students and subgroups	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	build upon academic achievement and personal interests. • Grade Level Events • Writing Celebrations • STEAM Days • 5th Grade Student Council • Math Team • Speech Team • Music/Art Program • Art Contests • District Sponsored Events (Spelling Bee, Choir Event, Speech Contest, Superintendent's Cup Soccer, Kinder Kindness, Basketball Tournament) • ASEP events - Chess Masters, Robotics, Rubik's cube, • GATE activities grades 3-5 • Buena Park Track and Field • Emery end of the year STEAM Event - ribbons awarded • Emery Garden Expenditures: The expenditures to meet this goal will include: District, GATE, Art, P.E. Discretionary, STEAM, Passion Program		
3.7	Maintain and enhance productive 21st century learning environments by providing and sustaining educational technology hardware, digital content, and supplies. Integrate innovative teaching practices and educational technology into lesson plans to increase engagement and rigor aligned to CCSS and expand our focus on STEAM . Expenditures: The expenditures to meet this goal will include: • supplemental classroom technology supplies and replacements including headphones, keyboards, etc. (Discretionary)	All students and subgroups	4000-4999: Books And Supplies Science Consumable materials 5000-5999: Services And Other Operating Expenditures Copier Contract

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	• update and purchase technology for STEAM Lab (STEM & Passion Program) • Continue music program with classroom residency workshops • supplemental science materials and consumables (STEM & Passion Program) • equipment repairs (district) • Duplo repair/service contract (Discretionary)		
3.15			

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Staff received support from the Orange County Office of Education to deepen understanding of grade level content standards related to STEAM activities.

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

The professional development received had not yet impacted changes to the 24-25 CAST results, as the support came later in the year. Results should be evident in the 25-26 CAST results.

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.

After a cross-grade articulation meeting, staff will now target science with more clarity in supporting grade-level achievement that students can apply to the following grades. These practices will be introduced in the 26-27 school year and should be evident in Goal 3.1.

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.

Enhance Parent and Community Communication and Engagement

Promote emotional engagement and connectedness among students, families, and staff by fostering safe and culturally responsive learning environments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Promote emotional engagement and connectedness among students, families, and staff by fostering safe and culturally responsive learning environments.

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.

Based on recent data, several key areas of need have emerged for Charles G. Emery School.

While the school's attendance for the 2024-25 school year was the highest in the district, with a 96% average daily attendance rate.

Chronic absenteeism remains a challenge, especially among certain student groups.

Overall, 5.2% of students are chronically absent, with higher rates among Hispanic students (11.7%), white students at (3.2%) both in yellow on California Dashboard.

These figures highlight the need for targeted interventions to support these specific populations and improve overall attendance.

These figures highlight the need for targeted interventions to support these specific populations and improve overall attendance.

According to the 2024-25 Parent Survey, the majority of families and students expressed positive feelings about the overall school climate, with many strongly agreeing or agreeing on various aspects. However, areas of concern among parents were most apparent in the schools communication and shared knowledge of existing programs.

24% of students don't feel that they can utilize their home language if they are unsure how to say something in English.

11% of families reported that they are not aware of the mental health support provided by the district.

12% of families shared that they feel inadequately informed about Emery's Passion Program (STEAM).

22% of families expressed concerns that staff do not sufficiently use students' home languages as a foundation for learning.

These findings suggest that while Emery School maintains strong attendance and a generally positive school environment, there is a need to improve communication around available mental health resources, the STEAM Program, and culturally responsive teaching practices that leverage students' home languages. Addressing these areas will enhance the overall support for students and their families.

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
Attendance - Average Daily Attendance (ADA) Source: Aeries Student Information System	Baseline: 24-25 ADA ended at 96%	For the 2026-2027 school year, increase student attendance by 1% to 97% at the end of the year
Chronic Absenteeism Source: California Dashboard	Baseline: 2023 CA Dashboard -Chronic Absenteeism: All Students Level: Orange All Students: 12.4% English Learner student group (red): 13.3% Actual Outcome: 2025 CA Dashboard -Chronic Absenteeism: All Students Level: Green All Students: 5.2% Hispanic student group (yellow): 11.7% White student group (yellow): 3.2% Actual Outcome: 2024 CA Dashboard All Students level: Green All Students: 9% Asian Student group (Orange): 8.1% English learner student group (green): 8.5%	2026 CA Dashboard - Chronic Absenteeism Decrease Chronic Absenteeism for all students from 5.2% to 4.2% Decrease Chronic Absenteeism for Hispanic Students from 11.7% to 10.7% or less. Decrease Chronic Absenteeism for White Students from 3.2% to 2.2% or less.
Mental Health Support Perception Source: LCAP Parent Survey	Baseline: 2023-2024 Winter LCAP Parent Survey (Jan-Feb) Parent Perception: 55% of families reported that they know how to access mental health support for their children. Actual Outcomes: 25-26 Winter LCAP Parent Survey 89% of families reported that they know how to access mental health support for their children. Actual Outcomes: 2024-2025 Winter LCAP Parent Survey (Jan-Feb) Parent Perception: 49.1% of families reported that they know how to access mental health support for their children.	Sustain or Increase by 3% in the 2026-2027 Winter LCAP Parent Survey. Parent Perception: From 89% to 92% of families reported that they know how to access mental health support for their children.
Passion Program Perception Source: LCAP Parent Survey	Baseline: 2023-2024 Winter LCAP Parent Survey (Jan-Feb) Parent Perception: 67% of families shared that they feel adequately informed about Emery's Passion Program (STEAM).	Sustain or Increase by 3% in the 26-27 Winter LCAP Student Survey Parent Perception: From 78% to 81% of families shared that they feel adequately informed about Emery's Passion Program (STEAM)

	Actual Outcomes: 2025-2026 Winter LCAP Parent Survey Parent Perception: 78% of families shared that they feel adequately informed about Emery's Passion Program (STEAM). Actual Outcomes: 2024-2025 Winter LCAP Parent Survey Parent Perception: 62.3% of families shared that they feel adequately informed about Emery's Passion Program (STEAM)	
Home language as asset Perception Source: LCAP Parent Survey	Baseline: 2023-2024 Winter LCAP Student Survey (Jan-Feb) Parent Perception: 65% of families feel that teachers use their child's home language as a foundation for learning. Actual Outcomes: 25-26 Winter LCAP Parent Survey Parent Perception: 78% of families feel that teachers use their child's home language as a foundation for learning. Actual Outcomes: 24-25 Winter LCAP Parent Survey (Jan-Feb) Parent Perception: 75% of families feel that teachers use their child's home language as a foundation for learning.	Sustain or Increase by 3% in the 26-27 Winter LCAP Parent Survey Parent Perception: From 78% to 81% of families feel that teachers use their child's home language as a foundation for learning.
Cultural and linguistic acceptance perception data Source: LCAP Student Survey	Baseline: 2023-2024 Winter LCAP Student Survey (Jan-Feb) Student Perception: 70% of students agree and strongly agree that teachers let students speak in the language they speak at home if students don't understand. 88% of students agree and strongly agree that teachers encourage students to use stories and experiences from their family or culture. Actual Outcomes: 25-26 Winter LCAP Student Survey 76% of students agree and strongly agree that teachers let students speak in the language they speak at home if students don't understand.	Sustain or Increase by 3% in the 26-27 Winter LCAP Student Survey (Jan-Feb) in each category. Student Perception: From 76% to 79% of students agree and strongly agree that teachers let students speak in the language they speak at home if students don't understand. From 96% to 99% of students agree and strongly agree that teachers encourage students to use stories and experiences from their family or culture.

	96% of students agree and strongly agree that teachers encourage students to use stories and experiences from their family or culture. Actual Outcomes: 24-25 Winter LCAP Parent Survey (Jan-Feb) Student Perception: 71.8% of students agree and strongly agree that teachers let students speak in the language they speak at home if students don't understand. 84.3% of students agree and strongly agree that teachers encourage students to use stories and experiences from their family or culture.	
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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	To improve average daily attendance, we are implementing a series of communication strategies and office protocols designed to keep families informed and engaged in their children's education. Daily Phone Calls and Communication in Home Languages: We will ensure consistent daily attendance calls to families, using their home language to promptly inform parents of absences. This will help bridge communication gaps and encourage timely attendance. Home Language Support via Email and Bilingual Office Staff: Continue using the office email that allows families to send messages in their home language. Additionally, we will provide bilingual office staff to assist with translation and interpretation as needed, ensuring families have clear access to important information. Office Protocols: Updated office procedures will streamline attendance tracking and follow-up, improving efficiency in monitoring student attendance and responding to concerns. Including promptly offering independent study packets to families in need of emergency absences. Staff Training: We will provide staff with training on independent practices and strategies to support students in maintaining consistent attendance. This includes	All students	2037 Title I 2000-2999: Classified Personnel Salaries Translation, Interpretation compensation for qualified classified staff 5000-5999: Services And Other Operating Expenditures Forms of school communication: Monthly Newsletters, flyers, website, Parent Square, parent board. 2000-2999: Classified Personnel Salaries Bilingual office support 5000-5999: Services And Other Operating Expenditures Postage, phone app, building board, paper, stationary

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	helping them understand the importance of their role in fostering attendance and engagement. Multilingual Communication Channels: We will utilize various forms of communication, including ParentSquare, flyers, and email, to keep families informed about school activities, important dates, and any necessary updates. All communication will be provided in multiple languages (English, Spanish, and Korean) to ensure accessibility for all families. Report Cards and Parent Conferences: To ensure transparency regarding student growth and progress, report cards will be issued three times a year. In addition, parent conferences will be held in October for all students, allowing for discussions on student progress and setting clear expectations for future growth. Translation of report cards will also be completed at each reporting period. Expenditures to Meet This Goal: -Compensation for qualified classified staff to provide translation, per CSEA contract (Title 1 - \$2037). Materials for School-Home Communication: Utilization of Canva and Google Translate for communication (no cost). Attendance and Outreach Support: SEOC and BSP (Korean) support, district-funded. Postage, Ink, and Stationery Costs: For physical communication materials (Discretionary). Collaboration with EAGLES Parent Organization: To publish events on social media platforms such as ParentSquare and the school website (no cost).		
4.2	Chronic absenteeism and overall attendance -Monthly School Assembly celebration that includes attendance -Attendance Stars recognition board in the office recognizing classroom reaching 96% in each period. -Inform Staff on Independent Study Protocols at staff meeting and office staff meetings. -Inform Families of this as an option if out of town trip is necessary in Principal Message. Recognize classrooms with 96% or better at monthly assemblies Reward classrooms with 96% attendance or better each quarter. Year End Celebration - Medal, Certificate, ceremony Incentivize our chronically absent students and work closely with families in need of support. Include Attendance Data in Principal's Message Use School Status Attend to track, monitor and schedule meetings for chronically absent students.	All students and target subgroups (Hispanics, Asians, Socioeconomically disadvantage) with Chronic absences	4000-4999: Books And Supplies Incentives/ award recognition (bracelets/certificates), class rewards. 4000-4999: Books And Supplies Certificates, recognition tokens for PBIS Activities and Events. 1000 Title I 2000-2999: Classified Personnel Salaries Classified staff to support SARB/SART, Conferences,

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Hold regular SART meetings at times convenient for families which may require time beyond the school day. Continue PBIS Culture Climate Activities and Events to encourage attendance and participation PBIS Team Meetings to plan, monitor student culture, office referrals, attendance and positive student behavior celebrations. Expenditures to Meet This Goal: -Compensate certificated and classified members needed to meet and support families. (Title I - \$1000 and \$800) -Monthly Individual Student Incentives & Recognition for each perfect Attendance Period (Culture Climate)		Parent Meetings, attendance questions or complete translations. 800 Title I 1000-1999: Certificated Personnel Salaries Teachers, Counselor or other certificated team member to support parent conferences/SART/SARB beyond school day.
4.3	Mental Health communication -Create a Mental Health Resource Guide (Counselor/District Resources) -Develop a printed or digital resource guide that outlines available mental health services, including: -Contact information for local counseling centers, therapy services, and community health programs. -Provide information on how to access school-based mental health services, such as on-site counseling. -Send the resource guide home with students, post it on the school's website, post in Parent Square, and share it at back-to-school nights or during parent-teacher conferences. • Include sections in multiple languages to ensure inclusivity for families of diverse backgrounds.	All students	5000-5999: Services And Other Operating Expenditures Misc supplies and books for parent engagement, communication systems (Aeries, Parent Square, Website). 1000-1999: Certificated Personnel Salaries Counselor and partnership with community Outreach Program.
4.4	Increase knowledge of STEAM Program through media, newsletters, parent invitations to school STEAM events.	All students	
4.5	Increase teacher knowledge on culturally proficient practices that capitalize on student home languages and experiences	All students	1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	to increase understanding and sense of belonging. Teachers can explore frameworks such as the "Cultural Proficiency Continuum" to assess their current practices and grow toward becoming culturally proficient educators.		Cultural Proficiency Discussions embedded in PLC meetings.
4.6	-Support and maintain active SSC/ELAC and other parent advisory committees. -Update the Parent Involvement Policy annually to meet the needs of the stakeholders. -Work with the teachers and school parent organizations (EAGLES) to increase parent involvement. -Involve parents to strengthens home-school connections, which is especially impactful for Hispanic, ELL, and SPED families. -Provide parents with specific tools and strategies they can use to reinforce learning in Math and ELA by providing parent workshops. The expenditures to meet this goal will include: - materials for parent and family engagement activities - (Title I - \$1261) - partner with EAGLES to help support events such as Emery Night Out and other school functions - EAGLES help to provide parents volunteer for site specific events during the school day - provide ELAC meetings with translators	All families	1261 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Parent Education to increase knowledge of ELL language advancement. Staff Compensation for prep, presentation and materials, 2000-2999: Classified Personnel Salaries translation and interpretations

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

The school strengthened communication with the community to support improved attendance outcomes. Through consistent messaging via ParentSquare, recognition of students on a monthly and quarterly basis, and the sharing of attendance data with families, awareness and engagement around attendance increased. In addition, targeted outreach to families of chronically absent students, along with positive check-in opportunities for those students, contributed to a decrease in chronic absenteeism.

To further support student well-being, the school counselor distributed quarterly newsletters that included strategies and resources for social-emotional support. These efforts improved parent awareness of and access to available mental health services.

Additionally, quarterly STEAM newsletters were shared with families to highlight student learning and activities across grade levels, as well as to communicate weekly STEAM schedules. This increased parent knowledge and understanding of the school's STEAM program and instructional focus.

Overall, these strategies were effective in strengthening family engagement, improving communication, and supporting both student attendance and well-being.

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

More translation services were needed at parent workshops and at chronic absenteeism meetings.

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.

Goal 4.6 will have more translation services for workshops, meetings, and messaging.

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	\$69,057.0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$75,931.00
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 I	\$74,670.00
Title I Part A: Parent Involvement	\$1,261.00

Subtotal of additional federal funds included for this school: \$75,931.00

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

State or Local Programs	Allocation (\$)
	\$0.00

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$75,931.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	74,670	0.00
Title I Part A: Parent Involvement	1,261	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Title I	74,670.00
Title I Part A: Parent Involvement	1,261.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	10,974.00
2000-2999: Classified Personnel Salaries	38,113.00
4000-4999: Books And Supplies	25,583.00
5000-5999: Services And Other Operating Expenditures	1,261.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries		0.00
2000-2999: Classified Personnel Salaries		0.00
4000-4999: Books And Supplies		0.00
1000-1999: Certificated Personnel Salaries	Title I	10,974.00
2000-2999: Classified Personnel Salaries	Title I	38,113.00
4000-4999: Books And Supplies	Title I	25,583.00

5000-5999: Services And Other
Operating Expenditures

Title I Part A: Parent Involvement

1,261.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 4

Total Expenditures
61,136.00
9,697.00
5,098.00

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 Site Council

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 2/26/26.

Attested:

 	Principal, Rebecca Taylor on 2/26/25
	SSC Chairperson, Syed Haider on 2/26/25