School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code
Emerson Elementary School	June 12, 2019

Purpose and Description

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

Schoolwide Program

Briefly describe the school's

Fiscal support (EPC)

Fiscal support is provided through General, Categorical, LCAP, BSEP, and grant funds.These funds while essential and supportive, are not adequate to provide a program that meets the needs of each and every student. Funding is supplemented by PTA.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Committee (SSC) was established through an election process in September and is comprised of parents/guardians, teachers, the principal and other staff. The SSC meets regularly to review data, learn about

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup		
Student Group	Percent of Enrollment	Number of Students

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	34	30	24	10.6%	9.4%	7.6%
Fluent English Proficient (FEP)	27	22	28	8.4%	6.9%	8.8%
Reclassified Fluent English Proficient (RFEP)	6	0	6	18.8%	0.0%	20.0%

Conclusions based on this data:

1.

Communicating Reasoning
Demonstrating ability to support mathematical conclusions

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
	Overall	Oral Language	Written Language	Number of Students

Written Language

Percentage of Students at Each Performance Level

2. This matches other sources of assessment data in that

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
320	**35.0**	**9.4**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	30	9.4
Homeless	12	3.8
Socioeconomically Disadvantaged	112	35.0
Students with Disabilities	31	9.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	42	13.1
American Indian	1	0.3
Asian	31	9.7
Filipino	4	1.3
Hispanic	55	17.2
Two or More Races	56	17.5
White	131	40.9

Conclusions based on this data:

1. While this is not reflected on the chart above, the number of students qualifying for free and reduced numbers has been gradually decreasing over time, from consistently over 50% to 35% in 2018- 2019.
2. Our total enrollment remains fairly constant at about 320 students.
3. Our largest subgroup of students is White students at 40.9%, followed by 17.2% Hispanic, 17.5% Two or More Races, 13.1% African American, and 9.7% Asian.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts

Blue

Mathematics

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
14.2 points below standard	0 Students	35.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++36.8 points		Declined -9.7 points	1
20		13	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	Green
12.4 points above standard	97.8 points above standard	0 Students	87.3 points above standard
Increased ++13.3 points	Declined -11.9 points		Declined -13.3 points
25	24		62

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	0	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

No

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

Orange

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

School and Student Performance Data

Conditions & Climate
Suspension

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

Blue

0

Maintained 0

44

American Indian

No Performance Color

Less than 11 Students - Data

1

Asian

No Performance Color

0

Maintained 0

32

Filipino

No Performance Color

Less than 11 Students - Data

4

Hispanic

Orange

1.8

Increased +1.8

56

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

All

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

BUSD LCAP Focus Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

Goal 2

BUSD LCAP Focus Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

Identified Need

End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and

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

Amount(s)	Source(s)
37,800	

The site will hold SSC and ELAC meetings to share information, gain parent perspective, and form meaningful partnerships with parents. The FFE coordinator will outreach to families of color to increase involvement and will coordinate with target parents and ELD teacher to schedule and hold a minimum of four ELAC meetings a year.

Principal and staff will collaborate with multiple stakeholders

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the

4FF "CPWF

#BKF 5IJBSB "TTPDJBUF 4VQFSJOUFOEFOU PG &EV

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI),

Goals,

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local

Analysis

Using

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements

B. Evidence-based strategies, actions, or

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

dg)cqc:cg:0ov:

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected