School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Ralph Waldo Emerson Junior High School And Da Vinci Junior High School
Address	2121 Calaveras Ave. Davis, CA 95616
County-District-School (CDS) Code	57726786066245
Principal	Michael Dufresne
District Name	Davis Joint Unified School District
SPSA Revision Date	
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	

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

Table of Contents

School Vision and Mission

Emerson Mission/Values Statement

We value and support the whole child in the learning process.

We value high academic achievement.

We value a connected, caring school community.

Emerson Vision Statement

By creating a caring, connective community where we value the whole child, all students can achieve at high levels.

Principal's Vision:
Academic Excellence for All
A College & Career-going Culture
An Engaged, Supportive, and Exciting Campus

School Profile

Emerson Junior High opened in the 1979 - 1980 school year at its current campus. We share a campus with Da Vinci Charter Academy, a Project-Based Learning Charter School. Our mascot is the Eagle and our colors are gold, black and white. We have approximately 509 students on our campus in the Emerson program. Our campus has been the site of numerous school and community events through the years due to its expansive Indoor Commons area. Our students have core academic classes (English, math, social studies, science and PE) and have access to numerous elective classes, including foreign language, industrial technology, art, music, and drama. We have an intramural sports program at lunch and an after-school organized sports program in which all students can participate. Our After School Academic Program (ASAP) happens every day Monday through Thursday with UC Davis tutors and Emerson teachers to provide students extra academic support. We share a campus and elective classes with Da Vinci Charter junior High School. Our Leadership class puts on many in-school contests and competitions throughout the year. We rank high in our State testing scores, but are working diligently to improve our approach with students who may not be performing as well as they could. Our staff is composed largely of veteran teachers who have decades collectively in working with this outstanding age group.

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 Principal and the Site Team discussed ongoing academic and social aspects of the academic year. The Principal worked with department chairs, program leaders and counselors to draft updates to the site plan. The team acknowledges the limited data during the 2021 - 2022 school year due to the pandemic. One of the key data points that was used was the results of the I-Ready assessments that were administered two times over this last year.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 7	163	157	168
Grade 8	155	156	157
Grade 9	149	147	157
Total Enrollment	467	460	482

Conclusions based on this data:

1. Enrollment is on the rise, there is a three-year trend towards higher enrollment of non-white student population

2. Next year there will be less 9th grade students taking our Emerson elective and PE classes due to the fact Da Vinci 9th grade students will move to Da Vinci High School.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	32	26	26	6.9%	5.7%	5.4%
Fluent English Proficient (FEP)	56	52	68	12.0%	11.3%	14.1%
Reclassified Fluent English Proficient (RFEP)	0	0	16	0.0%	0.0%	61.5%

Conclusions based on this data:

1. Our EL Enrollment data remains steady.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	163	158	168	154	150	0	154	150	0	94.5	94.9	0.0
Grade 8	137	151	155	131	144	0	131	143	0	95.6	95.4	0.0
All Grades	300	309	323	285	294	0	285	293	0	95	95.1	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students																
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	2595.	2605.		27.27	33.33		45.45	45.33		16.23	12.00		11.04	9.33	
Grade 8	2612.	2616.		35.11	27.97		38.93	41.26		9.92	25.17		16.03	5.59	
All Grades	N/A	N/A	N/A	30.88	30.72		42.46	43.34		13.33	18.43		13.33	7.51	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	40.26	40.67		47.40	48.00		12.34	11.33	
Grade 8	46.56	44.76		37.40	44.06		16.03	11.19	
All Grades	43.16	42.66		42.81	46.08		14.04	11.26	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 7	44.16	50.67		47.40	40.00		8.44	9.33	
Grade 8	43.51	39.16		38.17	52.45		18.32	8.39	
All Grades	43.86	45.05		43.16	46.08		12.98	8.87	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 7	27.27	22.67		61.04	70.67		11.69	6.67	
Grade 8	33.59	29.37		60.31	62.24		6.11	8.39	
All Grades	30.18	25.94		60.70	66.55		9.12	7.51	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 7	41.56	39.33		48.70	51.33		9.74	9.33	
Grade 8	40.46	42.66		45.04	45.45		14.50	11.89	
All Grades	41.05	40.96		47.02	48.46		11.93	10.58	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 8th grade overall saw a drop in scores as compared to previous years.

2. 7th grade overall saw improvements in most areas.

3. Overall, we are seeing similar scores, but a persistent 10-15% gap with those that score below standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with**			**% of Enrolled Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	163	158	168	157	149	0	157	149	0	96.3	94.3	0.0
Grade 8	137	151	155	134	142	0	134	142	0	97.8	94	0.0
All Grades	300	309	323	291	291	0	291	291	0	97	94.2	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard**			**% Standard Met**			**% Standard Nearly**			**% Standard Not**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	2608.	2604.		42.04	42.95		28.66	24.83		17.83	20.13		11.46	12.08	
Grade 8	2627.	2630.		49.25	43.66		14.93	19.72		20.15	23.94		15.67	12.68	
All Grades	N/A	N/A	N/A	45.36	43.30		22.34	22.34		18.90	21.99		13.40	12.37	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	50.96	54.73		32.48	27.03		16.56	18.24	
Grade 8	54.89	48.94		21.80	29.79		23.31	21.28	
All Grades	52.76	51.90		27.59	28.37		19.66	19.72	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	44.59	46.98		43.31	40.94		12.10	12.08	
Grade 8	48.87	45.77		40.60	42.96		10.53	11.27	
All Grades	46.55	46.39		42.07	41.92		11.38	11.68	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	39.49	40.27		53.50	46.31		7.01	13.42	
Grade 8	42.86	45.07		41.35	38.73		15.79	16.20	
All Grades	41.03	42.61		47.93	42.61		11.03	14.78	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall, we are seeing similar scores, but a persistent 10-15% gap with those that score below standard.

2. Grades 7 & 8 we see a downward trend in performance over the past three years.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	*	*	*	*	*	*	*	*	*	10	8
8	1560.4	*	*	1549.6	*	*	1570.6	*	*	11	8	5
9	*	*	1529.8	*	*	1535.4	*	*	1523.9	*	10	11
All Grades										30	28	24

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	*	*	*	*	*	*	*	*		*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	11	*	*
9	*	*	9.09	*	*	18.18	*	*	54.55	*	*	18.18	*	*	11
All Grades	50.00	32.14	20.83	*	39.29	20.83	*	17.86	45.83	*	10.71	12.50	30	28	24

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	*	*	*	*	*	*	*	*		*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	11	*	*
9	*	*	18.18	*	*	27.27		*	54.55	*	*	0.00	*	*	11
All Grades	70.00	50.00	33.33	*	25.00	25.00	*	14.29	41.67	*	10.71	0.00	30	28	24

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	*	*		*	*	*	*	*		*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	11	*	*
9	*	*	0.00	*	*	9.09	*	*	36.36	*	*	54.55	*	*	11
All Grades	36.67	17.86	8.33	*	35.71	12.50	*	28.57	33.33	*	17.86	45.83	30	28	24

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	*	*	*	*	*		*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	11	*	*
9	*	*	9.09	*	*	72.73	*	*	18.18	*	*	11
All Grades	46.67	17.86	12.50	43.33	67.86	70.83	*	14.29	16.67	30	28	24

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	*	*	*	*	*		*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	11	*	*
9	*	*	54.55	*	*	36.36	*	*	9.09	*	*	11
All Grades	76.67	71.43	66.67	*	17.86	25.00	*	10.71	8.33	30	28	24

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	*	*		*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	11	*	*
9	*	*	9.09	*	*	36.36	*	*	54.55	*	*	11
All Grades	40.00	28.57	20.83	*	46.43	25.00	36.67	25.00	54.17	30	28	24

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	*	*	*	*	*		*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	11	*	*
9	*	*	0.00	*	*	72.73	*	*	27.27	*	*	11
All Grades	*	3.57	0.00	60.00	89.29	79.17	*	7.14	20.83	30	28	24

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1.

School and Student Performance Data
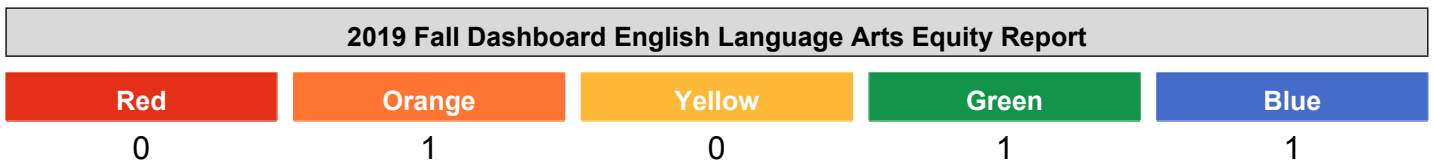
Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
482	**16.2**	**5.4**	**0.6**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	26	5.4
Foster Youth	3	0.6
Homeless	1	0.2
Socioeconomically Disadvantaged	78	16.2
Students with Disabilities	66	13.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	16	3.3
American Indian or Alaska Native	1	0.2
Asian	38	7.9
Filipino	5	1.0
Hispanic	108	22.4
Two or More Races	36	7.5
Native Hawaiian or Pacific Islander	4	0.8
White	272	56.4

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	1	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 English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	No Performance Color	No Performance Color
51.5 points above standard	50.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++6.5 points	Declined -3.7 points	1
296	31	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
0 Students	17.7 points below standard	50 points below standard
	Declined -12.7 points	Increased Significantly ++30.1 points
	59	30

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
Less than 11 Students - Data Not Displayed for Privacy	0 Students	77.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy
8		Increased ++13.1 points	2
		29	

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Blue
2.5 points above standard	94.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy	65.3 points above standard
Increased ++4 points	Increased Significantly ++17.9 points	1	Increased ++8.9 points
73	18		163

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
101.3 points below standard	4.1 points above standard	64.7 points above standard
Declined Significantly -26.9 points	15	Increased ++11 points
16		240

Conclusions based on this data:

1. Socioeconomically Disadvantaged Students need more individualized support in Math and English, as well as other content areas.

2. Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

School and Student Performance Data
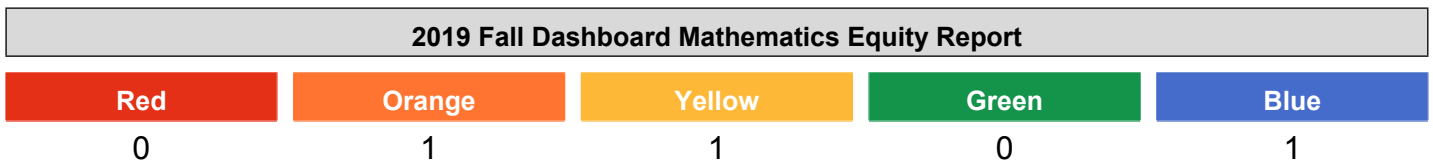
Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	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 measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	No Performance Color	No Performance Color
41.2 points above standard	75.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.3 points	Declined Significantly -27.9 points	
		1
293	31	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Orange	No Performance Color
	43.3 points below standard	79.1 points below standard
	Declined Significantly -21 points	Increased Significantly ++34.8 points
	56	29

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		94.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy
		Increased Significantly ++20.3 points	
8		29	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Blue
18.9 points below standard	100.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	52.8 points above standard
Declined -7.5 points	Increased ++10 points		Maintained ++1.4 points
73	18	1	160

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
114.8 points below standard	34.1 points below standard	52.7 points above standard
Declined Significantly -37.2 points	15	Maintained ++2.9 points
16		237

Conclusions based on this data:

1. Socioeconomically disadvantaged students and Hispanic Students need more individualized, consistent support in mathematics.

2. Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
48.1 making progress towards English language proficiency
Number of EL Students: 27
Performance Level: Low
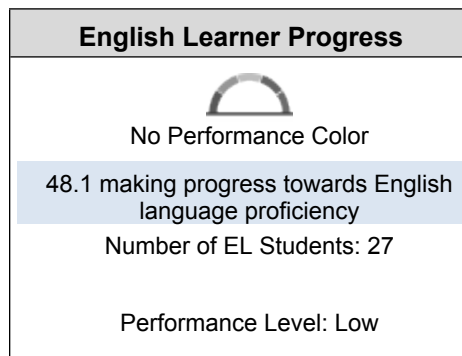
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.1	40.7	18.5	29.6

Conclusions based on this data:

1. We can continue to provide support with ELs in making progress.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data
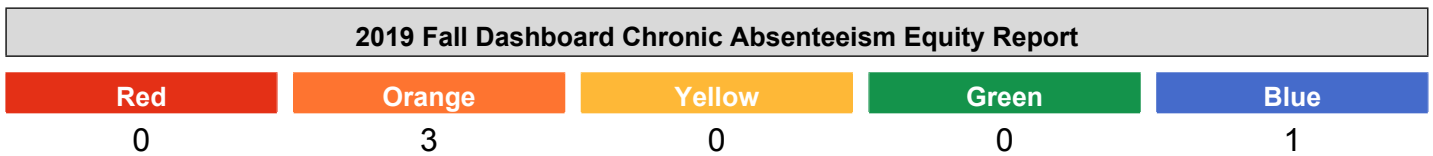
Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	0	0	1

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	No Performance Color
8	17.4	Less than 11 Students - Data Not Displayed for Privacy
Increased +2.6	Increased +9.4	1
323	23	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	18.3	20
0	Increased +6.6	Declined -0.7
	71	35

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
10	0	Declined -2.4	2
		35	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
13.8	4.5	Less than 11 Students - Data Not Displayed for Privacy	7.5
Increased +4.5	Increased +4.5	1	Increased +1.6
80	22		173

Conclusions based on this data:

1. Attendance rates must be improved specifically for Socioeconomic students

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data
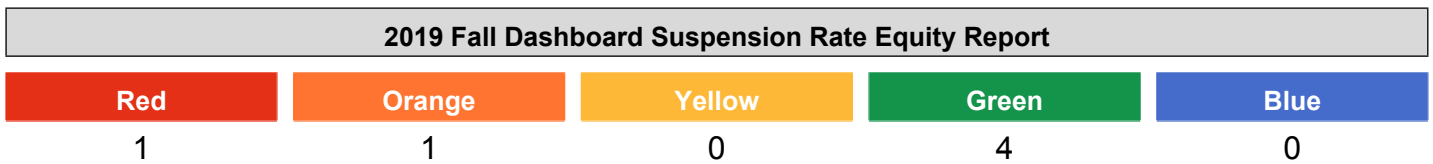
Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance										Highest Performance
	Red		Orange		Yellow		Green		Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	0	4	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
3.4	3	Less than 11 Students - Data Not 2
Declined -0.5	Declined -8.7	
475	33	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Red
Less than 11 Students - Data Not 2	6.4	17.4
	Declined -2.7	Increased +1.1
	94	46

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		Green	No Performance Color
0		1.9	Less than 11 Students - Data 7
Declined -10.5		Maintained 0	
18		52	

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Orange
2.8	3.3	Less than 11 Students - Data 1	4.2
Declined -4	Declined -0.5		Increased +1.9
108	30		259

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.9	3.4

Conclusions based on this data:

1. Our suspension rate increased in two areas. Students were having a difficult time adjusting to the constraints of the school day and following school rules.

2. We anticipate that the suspension rates will decrease in the coming year with more students becoming reacquainted with school, and getting used to routines and expectations.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Closing the Opportunity Gap

Goal Statement

By targeting in-class instructional methods and continuing to support our students furthest from opportunity, Emerson aims to significantly reduce the opportunity gap at our site in the 2022-2023 school year. Our site council has prioritized areas of focus in order to ensure that our students that have faced historical and institutionalized barriers to success in school can meet academic expectations and be proficient. . In particular, resources to support the work of our Multi-Tiered Systems of Support (MTSS).

LCAP Goal

DJUSD educators will close the opportunity gap.

Basis for this Goal

Date used to form this goal: class performance, LPAC Initial Results, EL Reclassification Data, AVID Program Data

Our Socioeconomically disadvantaged percent in 2017-2018 is 18.8%, Some of these students are served through a variety of different support mechanisms, such as Special Education or 504s or EL support services , but some of these students represent our underserved or students in the achievement, or opportunity, gap.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rates	Increased rates for low SES, Asian, LatinX, and	Lowered rated for these sub-groups
CAASPP English Scores	8th grade trending down in performance for all students	Increased performance for 8th grader students
CAASPP Math Scores	7th and 8th grade trending slightly downward	Maintain or increase in all student groups
YouthTruth Survey	Data showing disconnect between school and life	Increase engagement and connections for all grade levels.

Planned Strategies/Activities

Strategy/Activity 1

AVID Elective and Schoolwide Initiatives. Emerson continues to be an AVID Highly Certified School, and the AVID Site Team continuously provides classroom strategies for all teachers to use to reach more students.

AVID Program Support & School-wide efforts.

1. Emerson will continue active steps towards School-Wide Certification, as measured by the AVID Site Plan and reviewed by the AVID Site Team which will include splitting the AVID Coordinator position and the AVID teaching

position. We will also offer two AVID classes during the 2022-2023 school year, one for 8th graders and one for 9th graders.
2. AVID Coordinator will continue to maintain AVID program certification and add missing components of the program that were significantly impacted by the pandemic.
3. Train other staff in AVID/certification so that in two years we can have at least two teachers currently certified at all times to teach AVID
4. Continue to establish classroom practices and programs in order to qualify as a "Highly Certified" AVID program including providing Professional Development in AVID strategies during set staff collaboration opportunities throughout the school year.

Students to be Served by this Strategy/Activity

All Students (with focus on unduplicated population and students have history of not experiencing academic success).

Timeline

August 2022-June 2023

Person(s) Responsible

Principal, Vice-Principal, AVID Coordinator, AVID Site Team

Proposed Expenditures for this Strategy/Activity

Amount	20000.00
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	.2 FTE Coordinator

Amount	3500.00
Source	District Funded
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Tutors

Amount	1000.00
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Curriculum needs & Supplies

Amount	3800.00
Source	District Funded
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	SCOE Professional Development

Amount	5800.00
Source	District Funded
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Summer Institute

Strategy/Activity 2

Reading Support Class

Teacher FTE for Reading Support class, principally dedicated to meet the needs of foster youth, ELL and low income students in both counseling and academic guidance.

Funding for .2 FTE Reading support teacher. Continue use of iLit program that is showing positive results.

1. Develop and support various interventions within the school day to assist struggling students with achievement and increased educational opportunity.
2. Develop the flexibility in the master schedule to support a "math clinic" or smaller class size which will target the the students who need extra support in math within the school day
3. Continued implementation (with fidelity) to the iLit program to assist struggling readers and look into developing a way to identify early students who would benefit from additional reading support and replace one of the cluster wheels with reading and provide a nine week "Reading Boost" opportunity. .

Students to be Served by this Strategy/Activity

Principally dedicated to meet the needs of foster youth, ELL and low income students in both counseling and academic guidance

Timeline

August 2022-June 2023

Person(s) Responsible

Principal, Reading Teacher

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries

Amount	0
Source	LCFF - Base
Description	FTE to support any students reading below grade level

Strategy/Activity 3

MTSS: Support for Tier 1 classroom supports. and PBIS Implementation (support, collaboration, professional development)

Professional development for teachers to implement Tier 1 supports in each classroom. Funding for conferences and materials on building and fostering positive relationships, classroom management, Culturally Relevant Teaching, and AVID strategy implementation.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022-June 2023

Person(s) Responsible

Administration, Certificated & Classified Staff, Counselors

Proposed Expenditures for this Strategy/Activity

Amount	5000.00
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures

Strategy/Activity 4

College & Career Resources

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-June 2022

Person(s) Responsible

Principal, Counselors

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional Development, materials

Strategy/Activity 5

Embedded and after School Academic Program Support

After School Assistance Program

All students will have access to this space for homework completion will use methods and protocols to check-in with each student who requests assistance and is able to attend the program. The program will survey students before the

program begins to ensure staffing is appropriate. Peer and college tutors will also be recruited to assist. ASAP will run Mondays - Thursdays from 3:30pm - 5:00pm. .

Staffing - 3-4 teachers/staff or tutors for extra academic support M - Thurs 3:30pm - 5pm in library.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022-June 2023

Person(s) Responsible

Principal, Librarian

Proposed Expenditures for this Strategy/Activity

Amount	20,000.00
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	.2 Reading intervention

Amount	0.00
Source	LCFF - Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	After school tutoring; to be done through extended day funds and College Corp

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Inclusive and Safe School Environments

Goal Statement

Overall our students feel connected to the community and school based on their responses on the Youth Truth survey. In 2021-2022, there will be an increased emphasis on re-connecting students with school and each other.

We are directing most of the funds under this goal to an additional .2 FTE Counselor. This time will principally be used to support unduplicated students weekly (dedicated day), track academic performance, coordinate RTI and MTSS resources. Principally dedicated to meet the needs of foster youth, ELL and low income students in both counseling and academic guidance

LCAP Goal

All classrooms and school communities will be safe and inclusive environments.

Basis for this Goal

School and District rules and procedures; Attendance data; climate surveys; evaluations from WEB and Diversity trainings; Suspension and referral data; feedback from all stakeholders (surveys), rates of athletics and attendance rates in activities.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension rates		
YouthTruth data on school connectivity and engagement		
YouthTruth data on drug & alcohol use		

Planned Strategies/Activities

Strategy/Activity 1

Additional .2 FTE for Counselling to support unduplicated students weekly (dedicated day), track academic performance, coordinate RTI and MTSS resources. Principally dedicated to meet the needs of foster youth, ELL and low income students in both counseling and academic guidance. Reserved time (one day/week)

Students to be Served by this Strategy/Activity

Principally dedicated to meet the needs of foster youth, ELL and low income students in both counseling and academic guidance.

Timeline

August 2022 - June 2023

Person(s) Responsible

Principal, MTSS Team, RTI Team, Counseling Department

Proposed Expenditures for this Strategy/Activity

Amount	14,442.00
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	.2 FTE Counseling

Amount	6,000.00
Source	LCFF - Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	.2 Counseling FTE

Amount	7,000
Source	LCFF - Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Two semester-long VSA's to support counseling vision, student mental health, and program planning

Strategy/Activity 2

1. Week of welcome for incoming and returning students
2. Continue to develop and implement WEB program for all incoming 7th grade students 1n 2022-2023 school year.
3.. Continue to support outreach and mentoring opportunities including Anti Bullying training at feeder elementary schools through student leadership groups like Peer Helpers and Patwin Day
4. Have quarterly WEB events with WEB leaders and their 7th grade groups
5. Provide funds to support the program (materials, curriculum, games etc) which have direct benefit to incoming students
6. Collect exit surveys from 7th grade WEB participants to rate effectiveness of the program.

Students to be Served by this Strategy/Activity

All 7th grade students, 8th and 9th grade student leaders

Timeline

August 2022-June 2023

Person(s) Responsible

Leadership Teachers and Students, Principal, Vice Principal and Counselors

Proposed Expenditures for this Strategy/Activity

Amount	2000.00
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	WEB program teacher VSA
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 3

Social & Emotional Learning Supports.

Programming, guest speakers, curriculum implementation (Second Step), best practices for SEL in the classroom

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount	2000.00
Source	District Funded
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Cost of curriculum, training, guest speaker fees

Strategy/Activity 4

Beginning of School activities

Activities from which all students will gain academic, social/emotional and behavioral strategies by grade level. Develop and implement a "Week of Welcome" during the first week of school to introduce all students to behavioral and campus norms and supports. This week will include a parent orientation and structured and systematic presentations in all classes to help students feel comfortable with Emerson, its staff and how we all do school.

Students to be Served by this Strategy/Activity

All students (with emphasis on unduplicated and students furthest from opportunity)

Timeline

August 2020

Person(s) Responsible

Principal, Certificated and Classified Personnel

Proposed Expenditures for this Strategy/Activity

Amount	2500.00
Source	LCFF - Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Funding for planning sessions to begins school year

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

21st Century Teaching & Learning

Goal Statement

Emerson is committed to expanding work towards supporting our Graduate Profile and what technologies and resources can support that effort. We will ensure all students have a functional chromebook with all necessary updates. All Emerson staff will use Canvas to keep students and families current on assignments and grades. Teachers will train students how to access classroom information from Canvas and be informed about the best way to communicate with teachers.

LCAP Goal

All students will experience 21st Century Teaching and Learning.

Basis for this Goal

Technology site plan, library resources,

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

1. Librarian will work with departments to find ways to incorporate Information and media literacy units into our core curricular areas.
2. Librarian will participate in Department Head meetings
3. Librarian will participate as needed in Department and Grade Level meetings to support research in academic areas
4. Librarian will encourage increased student attendance in the library before, during and after school
5. Library will maintain present levels of Chromebooks and other devices to support student learning.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021 - June 2022

Person(s) Responsible

Principal, Librarian, Library Staff

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	Local Categorical
Description	Collections & technology maintenance

Amount	1500.00
Source	Local Categorical
Description	Digital Organization

Amount	500.00
Source	Local Categorical
Description	Materials for curriculum research

Amount	4200.00
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Building collections and professional development

Strategy/Activity 2

Professional Development: Grading for Equity

Compensation for outside of contract time for collaboration on best practices for assessment and grading

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021 - June 2022

Person(s) Responsible

Principal, Department Chairs

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	LCFF - Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Release time, materials

Strategy/Activity 3

Google Certification for Front Office Staff.

To improve skills of front office staff in Google Suite. Organization of school materials, sharing, communication with families.

Level 1 Certification - $10/person; Level II $25/per person; includes release time

Students to be Served by this Strategy/Activity

All students

Timeline

August 2022 - June 2023

Person(s) Responsible

Principal, Administrative Assistants

Proposed Expenditures for this Strategy/Activity

Amount	150.00
Source	LCFF - Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Certification and release time

Strategy/Activity 4

Webmaster VSA

Website maintenance and updating on weekly basis

Students to be Served by this Strategy/Activity

All students

Timeline

August 2022- June 2023

Person(s) Responsible

Principal, Site Secretary

Proposed Expenditures for this Strategy/Activity

Amount	800.00
Source	Local Categorical
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Webmaster VSA

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 7

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 8

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

By targeting in-class instructional methods and continuing to support our students furthest from opportunity, Emerson aims to significantly reduce the opportunity gap at our site in the 2021-2022 school year. Our site council has prioritized areas of focus in order to ensure that our students that have faced historical and institutionalized barriers to success in school can meet academic expectations and be proficient. . In particular, resources to support the work of our Multi-Tiered Systems of Support (MTSS).

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension Rates	Lowered rated for these sub-groups	
CAASPP English Scores	Increased performance for 8th grader students	CAASPP was administered this year but as of this SPSA plan review results were not available. Our initial indication is that students generally spent less time on the actual assessment, so the results may be a good starting point to build off of post pandemic.
CAASPP Math Scores	Maintain or increase in all student groups	CAASPP was administered this year but as of this SPSA plan review results were not available. Our initial indication is that students generally spent less time on the actual assessment, so the results may be a good starting point to build off of post pandemic.
YouthTruth Survey	Increase engagement and connections for all grade levels.	Our general engagement with students seemed to stay the same, but we are very interested and need to focus energy on engaging with our parent community and build into our planning opportunities to engage parents in school events.

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
AVID Elective and Schoolwide Initiatives. Emerson continues to be an AVID Highly Certified School, and the AVID Site Team continuously provides classroom strategies for all teachers	The post pandemic reality impacted the overall effectiveness of the AVID program this year. Tutors were not made available to our students due to the restraints of the pandemic. In addition no field trip opportunities and	.2 FTE Coordinator 1000-1999: Certificated Personnel Salaries District Funded 20000.00	.2 FTE Coordinator 1000-1999: Certificated Personnel Salaries District Funded 20000.00
		Tutors 5800: Professional/Consulting Services And Operating	Tutors 5800: Professional/Consulting Services And Operating

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
to use to reach more students. AVID Program Support & School-wide efforts. 1. Emerson will continue active steps towards School-Wide Certification, as measured by the AVID Site Plan and reviewed by the AVID Site Team. 2. AVID Coordinator will continue to maintain AVID program certification 3. Train other staff in AVID/certification so that in two years we can have at least two teachers currently certified at all times to teach AVID 4. Continue to establish classroom practices and programs in order to qualify as a "Highly Certified" AVID program.	leadership roles were made available to our AVID students. To ensure this changes next year, the AVID coordination role will be given to a more experienced staff member in order to allow the current AVID Teacher to concentrate on the classroom and benefit from positive mentorship.	Expenditures District Funded 3500.00	Expenditures District Funded 0
		Curriculum needs & Supplies 4000-4999: Books And Supplies District Funded 3300.00	Curriculum needs & Supplies 4000-4999: Books And Supplies District Funded 0
		SCOE Professional Development 5800: Professional/Consulting Services And Operating Expenditures District Funded 600.00	SCOE Professional Development 5800: Professional/Consulting Services And Operating Expenditures District Funded 0
		Summer Institute 5800: Professional/Consulting Services And Operating Expenditures District Funded 4000.00	Summer Institute 5800: Professional/Consulting Services And Operating Expenditures District Funded 0
Reading Support Class Teacher FTE for Reading Support class, principally dedicated to meet the needs of foster youth, ELL and low income students in both counseling and academic guidance. Funding for .2 FTE Reading support teacher. Continue use of iLit program that is showing positive results. 1. Develop and support various interventions within the school day to assist struggling students with achievement and increased educational opportunity.	The reading support class will continue and we will look into ways to identify 7th grade students that are significantly below grade level in their reading scores to shift them from one of their cluster classes to a reading support class.	1000-1999: Certificated Personnel Salaries District Funded 10000	1000-1999: Certificated Personnel Salaries District Funded 10000
		FTE to support any students reading below grade level LCFF - Base 10000	FTE to support any students reading below grade level LCFF - Base 10000

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
2. Develop the flexibility in the master schedule to support a "math clinic" or smaller class size which will target the the students who need extra support in math within the school day 3. Continued implementation (with fidelity) to the iLit program to assist struggling readers.			
MTSS: Support for Tier 1 classroom supports. Professional development for teachers to implement Tier 1 supports in each classroom. Funding for conferences and materials on classroom management, Culturally Relevant Teaching, and AVID strategy implementation. Additional resources as necessary for hybrid/distance learning.	MTSS supports for Tier 1 classroom supports came in the form of our Emerson Student Concern Form and PD that focused on the impact poverty had on the daily lives of students and families. We really want to focus on implementing developing a PBIS Site Team next year and start the process of understanding the areas and times of day when students negative behaviors impact school operations and overall safety.	5000-5999: Services And Other Operating Expenditures District Funded 2000.00	5000-5999: Services And Other Operating Expenditures District Funded 0
College & Career Resources		Professional Development, materials 5000-5999: Services And Other Operating Expenditures District Funded 1000.00	Professional Development, materials 5000-5999: Services And Other Operating Expenditures District Funded 0
After School Academic Program Support (ASAP) After School Assistance Program (ASAP) All students will have access to this space for homework completion will use methods and protocols to check-in with each student who	Our After School Academic Support (ASAP) program has not been well attended despite trying several ways to advertise and encourage students to attend. At several points during the year, I have inquired about attendance rates and participation in the program and have	1 FTE of MTSS Reading Support 1000-1999: Certificated Personnel Salaries District Funded 3000.00 1000-1999: Certificated Personnel Salaries LCFF - Base 2000.00	1 FTE of MTSS Reading Support 1000-1999: Certificated Personnel Salaries District Funded 0 1000-1999: Certificated Personnel Salaries LCFF - Base 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
requests assistance and is able to attend the program. The program will survey students before the program begins to ensure staffing is appropriate. Peer and college tutors will also be recruited to assist. ASAP will run Mondays - Thursdays from 3:30pm - 5:00pm. Staffing - 3-4 teachers/staff or tutors for extra academic support M - Thurs 3:30pm - 5pm in library and/ or virtually	found that this may not be money well spent. We would like to find out if student volunteers from the Davis Senior High School and Da Vinci High School or UCD could staff an after school support program that would create a supportive atmosphere and provide the academic support when necessary.		

Analysis

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

The pandemic did impact our overall effectiveness of carrying out our goals this year. The AVID program was focused on classroom instruction but much of the desired program impact was diminished by the impacts of the pandemic and having a first year teacher in charge of the program. Our Reading Program worked as it has in the past, but funds for College and Career and ASAP could have been put to better use. These are areas where we want to focus our energy to improve in the coming year.

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

1. The AVID program was taken over by a first year teacher and with all she had to endure, the AVID program definitely declined in effectiveness as compared to years past. Our plan for AVID moving forward splits the Coordination of the program from the teaching of the classes. This will allow our new teacher to focus on teaching and leave the details of all the other AVID components to the coordinator.
2. The Reading Support class did support students of need and we would always like to entertain ways to support more students at low reading levels in the future.
3. College and Career Resources were generally left untapped. The district did however, sponsor a Career Expo highlighting 30 different career paths at Emerson for all 8th graders in the district.
4. Our ASAP program was not well attended. Our theory was that students getting used to the post pandemic world of school were tired at the end of a 7 period day and did not want to extend their day on site. A few regulars would come daily as they needed a place to wait for rides from parents. I feel dedicating funds for staff to support could be replaced by identifying groups that need volunteer hours from local High Schools and UCD. This is not an area were will will continue to support in the coming year in its current form.

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

The AVID program did not use most of the allocated budget this year. College and Career expenses were left un-tapped and the ASAP program was expensive but made little gains in assisting many students.

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.

More oversight will be applied in the AVID program and having an experienced coordinator will enable the program to move in the right direction and used the allocated budget fully. The Reading Program could potentially impact more students and we will look at ways to have more students to be identified and participate. Our College and Career funds need more focused scrutiny to ensure that they make an impact for students. Finally our ASAP program in its current form does not attract or benefit enough students to continue.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

Overall our students feel connected to the community and school based on their responses on the Youth Truth survey. In 2021-2022, there will be an increased emphasis on re-connecting students with school and each other.

We are directing most of the funds under this goal to an additional .2 FTE Counselor. This time will principally be used to support unduplicated students weekly (dedicated day), track academic performance, coordinate RTI and MTSS resources. Principally dedicated to meet the needs of foster youth, ELL and low income students in both counseling and academic guidance

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension rates	Remain constant or go down	
YouthTruth data on school connectivity and engagement		
YouthTruth data on drug & alcohol use		

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Additional .2 FTE for Counselling to support unduplicated students weekly (dedicated day), track academic performance, coordinate RTI and MTSS resources. Principally dedicated to meet the needs of foster youth, ELL and low income students in both counseling and academic guidance. Reserved time (one day/week)	The additional . 2 Counseling time was instrumental in ensuring students were getting the support they required. In fact we are asking the district to increase our Counseling position to 1.8 FTE and we will continue to support the .2 FTE in the manor we have this year. Having two full time counselors on site each day has proven to be a necessity given the high level of students in crisis as they emerge from the pandemic.	.2 FTE Counseling 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 17716.00 .2 Counseling FTE 1000-1999: Certificated Personnel Salaries LCFF - Base 3000.00	.2 FTE Counseling 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 17716.00 .2 Counseling FTE 1000-1999: Certificated Personnel Salaries LCFF - Base 3000.00
1.Continue to develop and implement WEB program for all incoming 7th grade	Our WEB program was scaled back a bit given the constraints of the pandemic. Our initial	WEB program teacher VSA	WEB program teacher VSA 1000-1999: Certificated Personnel

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
students and 8th grade students in 2021-2022 2. Continue to support outreach and mentoring opportunities including Anti Bullying training at feeder elementary schools through student leadership groups like Peer Helpers and Patwin Day 3. Have quarterly WEB events with WEB leaders and their 7th grade groups 4. Provide funds to support the program (materials, curriculum, games etc) which have direct benefit to incoming students 5. Collect exit surveys from 7th grade WEB participants to rate effectiveness of the program.	WEB orientation was split in half and the WEB leaders did not present the entire program because of the pandemic restrictions. In addition, quarterly WEB events did not occur and to my knowledge no exit surveys were administered to rate the effectiveness of the program.	1000-1999: Certificated Personnel Salaries District Funded 2000.00	Salaries District Funded 2000.00
Social & Emotional Learning Supports. Programming, guest speakers, curriculum implementation (Second Step), best practices for SEL in the classroom	Second Step was made available to teachers to use and was covered by the district. No outside speakers were brought in to support SEL this year.	Cost of curriculum, training, guest speaker fees 5800: Professional/Consulting Services And Operating Expenditures District Funded 2000.00	Cost of curriculum, training, guest speaker fees 5800: Professional/Consulting Services And Operating Expenditures District Funded 0
Beginning of School activities Activities from which all students will gain academic, social/emotional and behavioral strategies by grade level. Possible priorities of adapting to hybrid/distance learning.	This was accomplished on a small scale.	Funding for planning sessions to begins school year 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 500.00	Funding for planning sessions to begins school year 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 500.00

Analysis

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

The addition of .2 FTE of Counseling time had the biggest positive impact this year. Students needed more support this year then in any year that we have seen in recent memory. In fact we will ask the district to support the remaining .2 of our second counselor in order to have two full time counselors on site each day. The WEB program will continue and hopefully come back to pre-pandemic levels this fall. Second Step lessons will still be made available from the district and our beginning of the year activities will be made more robust in the fall.

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

The additional counseling time was crucial this year as the need was greater. The scaled-back WEB activities did have a tangible impact on how our students became connected to school and staff. The Second Step lessons when used were effective, but many of the staff did not use the lessons to support SEL. Our beginning of the year activities basically included the Schedule Pick-Up event and not much more. In the Fall we plan on developing a "Week of Welcome" which will include activities and lessons for each period designed to front load campus knowledge, expectations and resources.

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

No material differences noted

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 mentioned before we want to advocate for district support of 1.8 Counseling FTE and we will continue to add .2 Counseling FTE from our Site Plan to support a full-time position. The WEB experience will be more robust in the fall and include a more comprehensive orientation and follow-up events. The beginning of the year activities will be expanded and will include lessons and activities throughout the first week of the school year.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

Emerson is committed to expanding work towards supporting our Graduate Profile and what technologies and resources can support that effort. We will maintain expand of Chromebooks to students. All Emerson staff will use SchoolLoop to keep students and families current on assignments and grades. Teachers will be supported as they use other curriculum delivery systems such as Google Classroom.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
1. Librarian will work with departments to find ways to incorporate Information and media literacy units into our core curricular areas. 2. Librarian will participate in Department Head meetings 3. Librarian will participate as needed in Department and Grade Level meetings to support research in academic areas 4. Librarian will encourage increased student attendance in the library before, during and after school 5. Library will maintain present levels of Chromebooks and other devices to support student learning.	Goals 1-4 were met and goal 5 was supported by the district as we have gone to 1 to 1 chromebooks for all students.	Collections & technology maintenance Local Categorical 1000.00 Digital Organization Local Categorical 1500.00 Materials for curriculum research Local Categorical 500.00 Covering losses from 2020-2021 School Year 4000-4999: Books And Supplies District Funded 4200.00	Collections & technology maintenance Local Categorical 1000.00 Digital Organization Local Categorical 1500.00 Materials for curriculum research Local Categorical 500.00 Covering losses from 2020-2021 School Year 4000-4999: Books And Supplies District Funded 4200.00
Professional Development: Grading for Equity Compensation for outside of contract time for collaboration on best	This was a district initiative and due to the demands of the pandemic, no staff participated.	Release time, materials 5800: Professional/Consulting Services And Operating Expenditures LCFF - Base 1000.00	Release time, materials 5800: Professional/Consulting Services And Operating Expenditures LCFF - Base 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
practices for assessment and grading			
Google Certification for Front Office Staff. To improve skills of front office staff in Google Suite. Organization of school materials, sharing, communication with families. Level 1 Certification - $10/person; Level II $25/per person; includes release time	This did not occur due to the constraints of the pandemic.	Certification and release time 5800: Professional/Consulting Services And Operating Expenditures LCFF - Base 150.00	Certification and release time 5800: Professional/Consulting Services And Operating Expenditures LCFF - Base 0
Webmaster VSA Website maintenance and updating on weekly basis	Regular maintenance of the Website occurred.	Webmaster VSA 2000-2999: Classified Personnel Salaries Local Categorical 800.00	Webmaster VSA 2000-2999: Classified Personnel Salaries Local Categorical 800.00

Analysis

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

The overall implementation of the proposed strategies did occur with the exception of the Grading for Equity training and the Google Certification of front office staff.

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

The Library goals were met and the Website was maintained with current information.

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

Two of the goals were not met due to the demands of time caused by the challenges of the pandemic.

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

We will determine if the Grading for Equity will be supported by the district in the coming year. In addition, Google Certification should occur during a slower time of the year as this may have a positive impact on the effectiveness of front office staff when using the Goole Suite programs.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 4

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 5

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Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 6

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 6

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 7

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 7

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 8

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Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 8

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

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

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

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

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	104,192.00

Allocations by Funding Source

Funding Source	Amount	Balance
District Funded	51400	-17,900.00
LCFF - Base	16658	8.00
LCFF - Supplemental	14442	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	69,300.00
LCFF - Base	16,650.00
LCFF - Supplemental	14,442.00
Local Categorical	3,800.00

Expenditures by Budget Reference

Budget Reference	Amount
	1,000.00
1000-1999: Certificated Personnel Salaries	71,942.00
2000-2999: Classified Personnel Salaries	800.00
4000-4999: Books And Supplies	5,200.00
5000-5999: Services And Other Operating Expenditures	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	16,250.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	42,000.00
4000-4999: Books And Supplies	District Funded	5,200.00
5000-5999: Services And Other Operating Expenditures	District Funded	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	15,100.00
	LCFF - Base	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	15,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	1,150.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	14,442.00
	Local Categorical	2,000.00
	Local Categorical	1,000.00
2000-2999: Classified Personnel Salaries	Local Categorical	800.00

School Site Council Membership

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

1 School Principal

1 Classroom Teachers

3 Other School Staff

2 Parent or Community Members

2 Secondary Students

Name of Members	Role
Mike Dufresne	Principal
Leigh Choate	Other School Staff
Macara Nicoll	Other School Staff
Lesli Mc Cutcheon	Other School Staff
Gina Smith	Classroom Teacher
Stephanie Yandel	Other School Staff
Carolyn Hilton	Parent or Community Member
Susan Perez	Parent or Community Member
Felix Fuglei	Secondary Student
Sahda Bindher	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: School Climate Committee, Librarian, WEB Leaders, Peer Helper Advisors, Counseling

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 .

Attested:

Michael Dufresne (signature)	Principal, Michael Dufresne on 6/14/2022
Carolyn Hilton (signature) Carolyn Hilton (Jun 17, 2022 20:27 PDT)	SSC Chairperson, Carolyn Hilton on

Addendum

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

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
Goals, Strategies, & Proposed Expenditures

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

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

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.
- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

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

Budget Summary

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

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
   a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
   b. use effective methods and instructional strategies based on scientifically based research that
      i. strengthen the core academic program in the school;
      ii. provide an enriched and accelerated curriculum;
      iii. increase the amount and quality of learning time;
      iv. include strategies for meeting the educational needs of historically underserved populations;
      v. help provide an enriched and accelerated curriculum; and
      vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
   c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
      i. strategies to improve students' skills outside the academic subject areas;
      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
   a. strategies to attract highly qualified teachers;
   b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
   c. the devotion of sufficient resources to effectively carry out professional development activities; and
   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. 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).

5. 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
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.

6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs
Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs
After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program