

The School Plan for Student Achievement

School: Emerson Elementary
CDS Code: 33-67215-6032577
District: Riverside Unified
Principal: Natanya Johnson
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The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Emerson Elementary's Vision and Mission Statements

We will cultivate a community of learners by preparing them for the demands of the future, teaching them to value the diversity of others, guiding them to discover their full potential, and providing them with the tools to achieve success.

School Profile

Emerson Elementary School is one of thirty elementary schools in the Riverside Unified School District. It houses 750 Transitional Kindergarten through Sixth grade students in thirty-three regular education classrooms, 3 mild/moderate special day class rooms, and two moderate/sever special day classrooms. Emerson is also home to the HEARTS after school program supporting 200 students. Support staff for the after school program included one HEARTS coordinator, one assistant to the HEARTS coordinator, and 12 group leaders sponsored by the Boys and Girls Club of America.

The staff is comprised of twenty-six regular education teachers, 5 special education teachers, three Intervention Specialists, and a part-time Music/Band teacher. Additional support staff includes a 2 part-time counselors, a school psychologist, a speech pathologist, a health clerk, and a bilingual assistant who is shared with another school sites in the district.

Other support staff includes the school's librarian, the technology specialist, twelve special education instructional assistants who work with special education students in a variety of settings, one school custodian, a kitchen manager, and four food service worker. Six part-time noon supervisors supervise students during lunch periods.

Emerson is identified as a one-to-one school site meaning every student on campus has access to their own personal technology device to be used while at school. The school library is stocked with over 7,500 titles and a multi-use room equipped with a state of the art sound system. Each classroom is equipped with a Brightlink Smart Board. The Emerson community is committed to the success of all of our students.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Results of recent surveys indicate that overall, parents indicated they felt encouraged to become involved in the school through councils or by volunteering. It was indicated that the school site provides ways to increase parent participation. The Helping Every Achiever Reach The Stars (HEARTS) program was identified by parents as one that is helping students to achieve their goals. Based on survey data, areas of opportunity were identified as follows: Funding for homework help, tutorial programs, and STEM activities; funding for parent workshops related to supporting their students with homework and improvement in the areas of reading and/or math; an elementary school sports league; and increased rigor for GATE students. Parents requested additional information related to technology, internet safety, state testing, and ensuring their student is college/career ready.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Informal classroom walk through visits occur weekly. Data gathered from these visits is used to highlight the effective instructional strategies being implemented that help support an increase in student achievement. In addition, reflective questions are posed to inform instruction. Temporary, probationary, and permanent certificated staff members are on a two-year evaluation cycle. Within

that two-year cycle, formal classroom observations are conducted. Formal observations are aimed at providing staff with positive feedback as well as reflective feedback aimed at improving instruction and/or behavioral strategies.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Grade level teams (3-6) review state and district student assessment data to monitor progress toward school wide goals in the areas of English Language Arts, Math, and English Language Development. The data is used to modify instructional plans, identify areas of strength and opportunities, and to discuss students progress toward meeting grade level standard expectations. The administrative team monitors monthly collaboration meetings as well as leads school teams in discussions related to data and instructional planning.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

School teams meet in weekly collaboration meetings to review district and site based common assessments. The data is used to monitor student progress and to discuss/review the cycle of inquiry. Additionally, the data is used to discuss/review strategies for teaching, reteaching, determining grouping structures, and providing enrichment opportunities.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers are highly qualified

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Professional development is provided in the following manner: an average of 3 days per year provided by the site for data analysis, professional development, and planning; professional development specifically related to site and District goals at monthly staff meetings; weekly team collaboration time provided by the District for data analysis, professional development, and planning; District provided professional develop with the adoption of new materials at an average of 3 days.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Student data is used to drive the professional development needs of the staff.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Emerson staff has bi-monthly support from District math specialist during grade level team meetings. The math specialist guide the grade level teams in planning for instruction. In addition, teachers are offered support with analyzing student data for the purposes of differentiation based on individual student need. District specialist in the area of English Language Arts meet with grade level teams at the end of every trimester to discuss/review trimester data using the cycle of inquiry as the lens. Teachers attend a variety of staff development training provided by the District each year.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

During PLC collaboration meetings, release time, staff meetings, leadership team meetings and grade level team meetings, teachers analyze and dis-aggregate student data to inform instruction, design lessons, develop flexible intervention groups, identify focus students, differentiate instruction and share best practices and instructional techniques to assist all students in increasing their level of proficiency towards grade level standards. Teachers analyze student assessment data aligned to state standards to assist in maintaining a high level rigor in daily instruction.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Emerson staff plans collaboratively throughout the school year to ensure that the assignments and tasks students are asked to perform are aligned to grade level content standards. That planning includes research-based instructional strategies and explicit skills instruction including organizational and study skills that promote student learning. Literacy development that includes reading fluency, explicit skills instruction, and comprehension forms the core program. The principal works with grade level teams and individual teachers to support best first instruction of grade level standards and provide ongoing professional development. Teachers create, maintain, and utilize Language Arts and Math focus walls to deliver grade level standards, learning objectives, and current academic content. Categorical funds support any materials necessary to maintain the focus walls and are used to purchase supplemental materials ensuring that all students are working at their instructional level. Categorical funds are also utilized to purchase technology including laptop computers, projectors, document cameras, and Brightlink technology which allows students to reach grade level standards as they access instructional programs such as Accelerated Reader and the Eureka Math Program.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers follow instructional pacing guides to assure that instructional time is used in an efficient manner.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Based on the needs of the students as determined by the teacher, there is flexibility with pacing to ensure student mastery of concepts being taught. Lessons may be extended, modified, and/or removed based on data gathered using both formal and informal assessment tools.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

An annual textbook inventory determines if any materials are lacking and additional materials are purchased, if necessary, to ensure that all students have materials in the four core curricular areas. The RUSD Destiny Program ensures that every textbook is accounted for checked out to students. In addition to textbooks, technological devices are checked out to students using the same system. After a review of records, the administrator signs an affidavit indicating that all students have all standards based instructional materials. Details listed below include:

- Teachers keep an inventory of materials/textbooks in the four core curricular areas and provide those materials for all students.
- Administration uses current/projected numbers to ensure there are enough materials for all students.
- District adopted materials are provided to all students.
- School complies with the requirements of the Williams Settlement Act.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

State approved English Language Arts, science, social studies, and math series textbook adoptions provide materials and manipulatives to be used for the purpose of instruction and intervention. These resources are given to teach teacher and additional materials are housed on campus where teachers have access to them.

13. Describe the transition strategies that are used to assist students entering Kindergarten/7th/9th grade.

Prior to the beginning of the school year, entering Transitional Kindergartners, Kindergartners and their parents are invited to an orientation which gives an overview of what they can expect in Kindergarten. Parents are given the opportunity to ask questions of the staff and to visit classrooms. Children get the opportunity to meet their teachers, see their classrooms, and tour the campus. Local preschools are welcomed to visit Kindergarten classrooms and meet with teachers. An on-site State Preschool Program allows preschoolers with opportunities to observe and participate in pre-Kindergarten activities. Current sixth grade students have an opportunity to meet with middle school counselors the spring prior to their entry into 7th grade. Sixth grade students also have the opportunity to attend middle school spirit day where they can walk the campus, meet staff members, and participate in on campus activities.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

- Individualized Education Plan (IEP) Meetings
- H.E.A.R.T.S. Afterschool Program
- System 44/READ-180
- Student Study Team (SST) Meetings
- Technology Resources
- Response to Intervention (Rti) - offered daily and implemented by the general education teacher.
- Small group pull-out intervention provided K-6 by Title I interventionist

15. Research-based educational practices to raise student achievement

Research-based instructional strategies and explicit skills instruction, including organizational and study skills taught using AVID strategies, promote student learning. Literacy development that includes explicit skills instruction, comprehension, and reading fluency forms the core program. Each teacher maintains and utilizes Language Arts and Math focus walls which highlight grade level standards, learning objectives and current academic content. Understanding of content standards in all academic areas is strengthened by connections to real life experiences.

Parental Involvement

16. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

- School Site Council (SSC) meetings allow for parents to oversee the writing of the school plan, monitor activities, and make recommendations for Categorical Budgets
- English Learner Advisory Committee (ELAC) meetings are conducted throughout the year and parents receive information and

training in various areas. In addition, ELAC parents are encouraged to make recommendations to SSC in regards to the school plan, activities, and budgets.

- District DELAC meetings encourage parents to become involved in the larger community.
- Electronic announcements sent home by teachers using Class Dojo includes information about Language Arts, Math, Science, Social Studies, and English Language Development.
- Grade level weekly and/or monthly newsletters.
- A School-wide weekly announcements sent using School Messenger and calendar inform parents of various information and school activities.
- Parents participate in SST/IEP meetings and annual Parent/Teacher Conferences.
- Back-to-School Night allows parents to learn about grade level standards.
- Spring Open House gives parents the opportunity to view student learning.
- Grade level standards and additional instructional support is accessible via web based programs.
- School/home communication is facilitated through notes and phone calls.
- Parent Trainings in Language Arts and Math are provided.
- Progress Reports are sent home at the end of each trimester.

17. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The planning, implementation, and evaluation of the Single Plan for Student Achievement was completed with the involvement of parents, classroom teachers, administrators, and other school personnel. Grade level teams verified Implementation Plan goals from the previous school year and reached consensus about the yearly Implementation Plan goals. Teachers then discussed and agreed upon action steps that will help the staff and students reach the Implementation Plan goals.

Funding

18. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I funds will support all teachers in providing the best first teaching in are areas of the curriculum with the assistance of

- ELA/Math Interventionist - supporting grades 3-6 (1 FTE)
- ELA/Math Interventionist - supporting grades K-2 (30% FTE)
- Instructional Assistant/Computer Resources (5 hrs.)
- H.E.A.R.T.S. Afterschool Program
- Technology, including laptop computers, projectors, document cameras, and Brightlink technology
- Technology Materials and Supplies
- Accelerated Reader
- Materials and Supplies
- Professional Development
- Grade Level Planning Days
- Consultant Fees (County office for teacher staff development)
- Manipulatives and Consumables

Description of Barriers and Related School Goals

A significant barrier to improvement in student achievement is the continued cutting of resources. Due to budget constraints, class size has increased and minimal funding is available for new programs to provide support in the school day for struggling students. Professional development is timely and costly, but necessary in order to keep teachers updated in the area of best instructional practices which support the needs of all students.

Another barrier is the sporadic and sometimes limited involvement by some parents due to home, family, culture, educational background and work considerations.

Barriers also include poor attendance, homelessness, and mobility of some students. Some parents struggle with transportation needs. Parents with limited English skills are sometimes less comfortable approaching the school with questions, in spite of outreach efforts.

Success Indicators

Describe the current levels of performance and the school's target. Report as N/A if indicator does not apply to school level. Add other students groups, as reflected in the school's CDE dashboard, to the blank rows. Add additional rows as needed. Bullet 3-4 actions for each indicator that applies.

Metric	Student Group	Baseline 17-18	Target 18-19	Actions
Early Literacy Percent at or above benchmark DIBELS EOY Composite	All Students	73%	78%	<ul style="list-style-type: none"> * Targeted instruction using the cycle of inquiry. * Grade level training provided by RUSD staff developer on how to analyze DIBELS data and use that data to plan for instruction. * Small group phonics and phonemic awareness instruction in grades K-2 using Title I interventionist.
	EL Students	63%	67%	
	Stud with Disabilities	78%	80%	
	Low Income			
Early Numeracy Percent at or above benchmark TBD	All Students	TBD		TBD
	EL Students			
	Stud with Disabilities			
	Low Income			
CAASPP ELA Status, Change, color, Distance from 3	All Students	-20	-16	<ul style="list-style-type: none"> * Focus on writing short constructed responses citing multiple sources. * Small group intervention in reading comprehension and writing in grades 3-6 using Title I interventionist. * Collaboration and planning time for teachers using COI as the lens. * Planning time with District staff developers to analyze student data and plan for instruction.
	EL Students	-61	-57	
	Stud with Disabilities	-110	-106	
	Low Income	-32	-28	
CAASPP Math Status, Change, color, Distance from 3	All Students	-42	-38	<ul style="list-style-type: none"> * Planning time with District staff developers to analyze student data and plan for instruction. * Collaboration and planning time for teachers using COI as the lens. * Small group intervention in the area of math fluency in grades 3-6 using Title I interventionist. * Focus on full implementation of math curriculum.
	EL Students	-69	-65	
	Stud with Disabilities	-112	-108	
	Low Income	-53	-49	
English Learner Prof. % Reclassified	All EL students	21%	25%	<ul style="list-style-type: none"> * Focus on integrated/designated ELD instruction * Focus on collaborative conversations * Focus on full implementation of ELD supplemental materials
Career Pathway	All Students			

Completion % Completion	EL Students			
	Stud with Disabilities			
	Low Income			
College and Career Indicator % Prepared	All Students			
	EL Students			
	Stud with Disabilities			
	Low Income			
College Credit Course Enrollment % Enrolled	All Students			
	EL Students			
	Stud with Disabilities			
	Low Income			
UC/CSU Eligibility % Eligible	All Students			
	EL Students			
	Stud with Disabilities			
	Low Income			
Graduation Rate % Graduated	All Students			
	EL Students			
	Stud with Disabilities			
	Low Income			
Attendance % Positive Attendance	All Students			
	EL Students			
	Stud with Disabilities			
	Low Income			
Chronic Absenteeism % Chronic Absentee	All Students			
	EL Students			
	Stud with Disabilities			
	Low Income			
Suspensions Dashboard rate, status, change, color	All Students			
	EL Students			
	Stud with Disabilities			
	Low Income			
Student Engagement	All Students			

Grand mean all students Gallup	EL Students			
	Stud with Disabilities			
	Low Income			

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	132	127	102	125	124	98	125	124	98	94.7	97.6	96.1
Grade 4	103	143	118	101	136	116	101	136	116	98.1	95.1	98.3
Grade 5	99	96	133	92	92	127	92	91	127	92.9	95.8	95.5
Grade 6	93	96	97	90	93	95	90	93	94	96.8	96.9	97.9
All Grades	427	462	450	408	445	436	408	444	435	95.6	96.3	96.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2375.7	2390.7	2426.7	8	15	26.53	18	17	22.45	27	24	25.51	47	44	25.51
Grade 4	2403.8	2428.9	2444.9	12	11	21.55	16	18	20.69	11	28	18.10	61	43	39.66
Grade 5	2479.4	2481.9	2469.4	9	14	7.09	33	22	25.20	27	34	33.07	32	30	34.65
Grade 6	2491.0	2507.5	2504.4	6	12	5.32	26	27	30.85	34	33	38.30	34	28	25.53
All Grades	N/A	N/A	N/A	9	13	14.94	22	20	24.60	25	29	28.51	44	37	31.95

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	15	27.55	42	38	39.80	50	48	32.65
Grade 4	6	13	19.83	35	44	44.83	59	43	35.34
Grade 5	13	13	11.02	47	45	51.97	40	42	37.01
Grade 6	11	9	8.60	37	43	54.84	52	48	36.56
All Grades	9	12	16.59	40	42	47.93	51	45	35.48

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	15	21.43	51	44	46.94	43	41	31.63
Grade 4	8	7	17.24	38	51	50.00	54	42	32.76
Grade 5	18	22	12.60	55	46	55.12	26	32	32.28
Grade 6	17	20	13.83	48	48	54.26	36	31	31.91
All Grades	12	15	16.09	48	47	51.72	40	37	32.18

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10	17	21.43	59	56	61.22	30	27	17.35
Grade 4	13	10	12.93	50	68	53.45	37	21	33.62
Grade 5	7	11	10.24	71	63	59.06	23	26	30.71
Grade 6	3	12	5.32	77	73	76.60	20	15	18.09
All Grades	9	13	12.41	63	65	61.84	28	23	25.75

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10	16	36.73	51	48	44.90	39	36	18.37
Grade 4	12	17	24.14	42	56	52.59	47	27	23.28
Grade 5	21	29	14.17	60	57	62.20	20	14	23.62
Grade 6	18	26	21.51	58	55	60.22	24	19	18.28
All Grades	14	21	23.50	52	54	55.30	33	25	21.20

Conclusions based on this data:

1. The overall percentage of students in the % Standard Exceeded and % Standard Met has increased slightly, while the percent of students in the % Nearly Met Standard and % Not Met Standard has decreased.
2. In Research/Inquiry, all grades have the fewest percent of students in the % Below Standard with 21% of students not meeting grade level standards in research and inquiry.
3. In Reading, all grades have the most students in the % Below Standard with 35% of students not meeting grade level reading.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	132	127	102	125	126	102	125	125	102	94.7	99.2	100
Grade 4	103	143	118	101	140	118	101	140	118	98.1	97.9	100
Grade 5	99	96	133	92	95	130	92	93	130	92.9	99	97.7
Grade 6	93	96	97	90	96	95	90	96	95	96.8	100	97.9
All Grades	427	462	450	408	457	445	408	454	445	95.6	98.9	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2402.0	2408.8	2436.0	13	14	21.57	22	26	32.35	24	22	24.51	41	38	21.57
Grade 4	2434.7	2438.5	2448.8	8	6	11.02	16	19	22.88	39	42	35.59	38	32	30.51
Grade 5	2471.2	2456.6	2454.7	8	2	4.62	17	16	7.69	26	27	32.31	49	55	55.38
Grade 6	2488.5	2485.3	2479.3	6	10	7.37	16	19	14.74	42	27	37.89	37	44	40.00
All Grades	N/A	N/A	N/A	9	8	10.79	18	20	18.88	32	30	32.58	41	41	37.75

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	28	25	38.24	32	30	34.31	40	45	27.45
Grade 4	14	15	20.34	27	30	33.05	59	55	46.61
Grade 5	14	8	5.38	30	26	31.54	55	67	63.08
Grade 6	10	17	9.47	34	25	40.00	56	58	50.53
All Grades	17	17	17.75	31	28	34.38	52	55	47.87

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	15	14	23.53	37	42	54.90	48	45	21.57
Grade 4	5	10	11.02	43	44	50.00	52	46	38.98
Grade 5	10	5	5.38	41	35	39.23	49	59	55.38
Grade 6	7	15	3.16	51	39	48.42	42	47	48.42
All Grades	10	11	10.56	42	41	47.64	48	48	41.80

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	18	23	23.53	53	53	52.94	29	24	23.53
Grade 4	12	10	16.95	38	51	44.92	50	39	38.14
Grade 5	9	3	5.38	51	48	39.23	40	48	55.38
Grade 6	7	13	9.47	60	52	46.32	33	35	44.21
All Grades	12	13	13.48	50	51	45.39	38	36	41.12

Conclusions based on this data:

1. The overall percentage of students in the % Standard Exceeded has increased slightly, while in the % Standard Met and Nearly Met has the percent of students has stayed the same. Additionally the percent of students in the Standard Not Met has decreased.
2. Third and fourth grade have the lowest number of students in all strands in the % Below Standards.
3. In grades 3rd-6th the area in which most students are in the % Below Standard is in Concepts and Procedures.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1442.3	1455.0	1412.3	28
Grade 1	1414.4	1418.4	1409.8	31
Grade 2	1467.8	1457.5	1477.8	19
Grade 3	1464.9	1458.9	1470.4	17
Grade 4	1477.5	1471.2	1483.2	19
Grade 5	1471.8	1466.6	1476.4	20
Grade 6	1529.5	1519.4	1539.0	23
All Grades				157

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	13	46.43	*	*	*	*	*	*	28
Grade 1	*	*	*	*	*	*	*	*	31
Grade 2	*	*	*	*	*	*	*	*	19
Grade 3			*	*	*	*	*	*	17
Grade 4	*	*	11	57.89	*	*	*	*	19
Grade 5	*	*	*	*	*	*	*	*	20
Grade 6	*	*	12	52.17	*	*	*	*	23
All Grades	44	28.03	55	35.03	31	19.75	27	17.20	157

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	14	50.00	*	*	*	*	*	*	28
Grade 1	11	35.48	*	*	*	*	*	*	31
Grade 2	*	*	*	*	*	*	*	*	19
Grade 3	*	*	*	*	*	*	*	*	17
Grade 4	*	*	*	*	*	*	*	*	19
Grade 5	*	*	*	*	*	*	*	*	20
Grade 6	11	47.83	*	*	*	*	*	*	23
All Grades	63	40.13	50	31.85	19	12.10	25	15.92	157

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	28
Grade 1	*	*	*	*	13	41.94	*	*	31
Grade 2	*	*	*	*	*	*	*	*	19
Grade 3			*	*	*	*	*	*	17
Grade 4	*	*	*	*	*	*	*	*	19
Grade 5	*	*	*	*	*	*	*	*	20
Grade 6	*	*	*	*	*	*	*	*	23
All Grades	27	17.20	39	24.84	52	33.12	39	24.84	157

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	14	50.00	*	*	*	*	28
Grade 1	15	48.39	11	35.48	*	*	31
Grade 2	11	57.89	*	*	*	*	19
Grade 3	*	*	11	64.71	*	*	17
Grade 4	*	*	*	*	*	*	19
Grade 5	*	*	*	*	*	*	20
Grade 6	*	*	12	52.17	*	*	23
All Grades	64	40.76	67	42.68	26	16.56	157

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	12	42.86	11	39.29	*	*	28
Grade 1	*	*	16	51.61	*	*	31
Grade 2	*	*	*	*	*	*	19
Grade 3	*	*	*	*	*	*	17
Grade 4	11	57.89	*	*	*	*	19
Grade 5	12	60.00	*	*	*	*	20
Grade 6	15	65.22	*	*	*	*	23
All Grades	75	47.77	56	35.67	26	16.56	157

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	18	64.29	*	*	28
Grade 1	*	*	11	35.48	15	48.39	31
Grade 2	*	*	*	*	*	*	19
Grade 3			*	*	*	*	17
Grade 4			13	68.42	*	*	19
Grade 5	*	*	12	60.00	*	*	20
Grade 6	*	*	*	*	*	*	23
All Grades	26	16.56	77	49.04	54	34.39	157

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	17	60.71	*	*	*	*	28
Grade 1	*	*	18	58.06	*	*	31
Grade 2	*	*	11	57.89	*	*	19
Grade 3	*	*	*	*	*	*	17
Grade 4	*	*	12	63.16	*	*	19
Grade 5	*	*	*	*	*	*	20
Grade 6	*	*	17	73.91	*	*	23
All Grades	47	29.94	81	51.59	29	18.47	157

Conclusions based on this data:

1.

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2018 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Chronic Absenteeism Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2016-17 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates
African American	152	23	15.1
American Indian or Alaskan Native	*	*	*
Asian	32	1	3.1
Filipino	*	*	*
Hispanic or Latino	611	81	13.3
Did not Report	21	5	23.8
Pacific Islander	*	*	*
Two or More Races	12	2	16.7
White	105	11	10.5
Male	475	67	14.1
Female	473	59	12.5
English Learners	259	30	11.6
Students with Disabilities	113	20	17.7
Socioeconomically Disadvantaged	763	112	14.7
Foster	17	0	0.0
Homeless	32	9	28.1
Kindergarten	164	26	15.9
Grades 1-3	383	53	13.8
Grades 4-6	401	47	11.7
Grades K-8	948	126	13.3
Total	948	126	13.3

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Learner Progress Report			
State Indicators	Students Performance	Status	Change

Chronic Absenteeism	N/A	N/A	N/A
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An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2018 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2018 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2018 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2018 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic	Suspension	English Learner	Graduation	English	Mathematic	College/Care

All Students

English Learners

Foster Youth

Homeless

Socioeconomically
Disadvantaged

Students with
Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Pacific Islander

Two or More Races

White

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts
LEA/LCAP GOAL:
Goal #1 Provide high quality teaching and learning environments for all students
SCHOOL GOAL #1:
There will be a 4 point growth of all students' average distance from 3 between the 2018 CAASPP and 2019 CAASPP. There will be a 4 point growth of EL students' average distance from 3 between the 2018 CAASPP and 2019 CAASPP.
Data Used to Form this Goal:
2017 CAASPP data; DIBELS data
Findings from the Analysis of this Data:
Analysis of the 2017 CAASPP data scores how by decreasing the distance from 3 by 4 points we will make progress toward our site target as well as support moving toward the overall District target.
How the School will Evaluate the Progress of this Goal:
The progress will be monitored using informal test data (ELA - IABs and DIBELS every 6 weeks). This data will be used to inform instruction and plan for differentiation using the cycle of inquiry.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Weekly progress monitoring during collaboration time.	July 2018-June 2019	Principal	NA	None Specified		
Bi-monthly sessions with District staff development team to review data and plan for instruction.	July 2018-June 2019	Principal	NA	None Specified		
Teacher release time for planning.	July 2018-June 2019	Principal	Provide subs to allow for teacher collaboration time and planning.	1000: 1130: Teacher Substitutes	LCFF	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
100% Title I intervention teacher.	July 2018-June 2019	Principal	J. Condrón	1000: 1100: Cert. Teacher Salary	Title I	137,704
30% Intervention teacher	July 2018 - June 2019	Principal	M. Berg	1000: 1100: Cert. Teacher Salary	LCFF	25,362
Intervention teacher will collaboratively work with staff in providing students with strategic reading intervention in grades kindergarten through sixth grade.	July 2018 - June 2019	Principal	MB Gonzalez - District funded	1000: 1100: Cert. Teacher Salary		
Technology support with on-line ELA program 5 hour IA computer resources	July 2018 - June 2019	Principal	R. Clarke	1000: 2100: Instructional Assistant (4 hrs/more)	LCFF	17,492

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Math
LEA/LCAP GOAL:
Goal #1 Provide high quality teaching and learning environments for all students
SCHOOL GOAL #2:
There will be a 4 point growth for all students' average distance from 3 between the 2018 CAASPP and 2019 CAASPP. There will be a 4 point growth of EL students' average distance from 3 between the 2018 CAASPP and 2019 CAASPP.
Data Used to Form this Goal:
2017 CAASPP data
Findings from the Analysis of this Data:
Analysis of the 2017 CAASPP data scores how by decreasing the distance from 3 by 4 points we will make progress toward our site target as well as support moving toward the overall District target.
How the School will Evaluate the Progress of this Goal:
Progress toward goals will be monitored by using district assessments every 2 to 3 months.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
We will provide substitutes to release teachers to work collaboratively with Staff Developers to disaggregate data and develop systematic lessons to increase the reading fluency of all students. Teachers will have instructional planning time, coaching and on site staff development by district staff developers	July 2018-June 2019	Principal	See goal #1	1000: 1130: Teacher Substitutes	LCFF	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intervention teacher will collaborate with teachers to provide strategic interventions in math in grade kindergarten through sixth grade.	July 2018-June 2019	J. Condrón	See goal #1	2140: 1900: Instructional Coaches Salary	Title I	
Intervention teacher will collaboratively work with staff in providing students with strategic reading intervention in grades kindergarten through sixth grade.	July 2018-June 2019	Megan Berg	See goal #1	1000: 1100: Cert. Teacher Salary	LCFF	

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Cross Curricular
LEA/LCAP GOAL:
Goal #1 Provide high quality teaching and learning environments for all students
SCHOOL GOAL #3:
By June 2019, all students will achieve higher levels of evidence-based writing in all curricular areas as measured through grade level rubrics.
Data Used to Form this Goal:
District trimester writing assessments.
Findings from the Analysis of this Data:
District trimester writing assessments indicate that students are not meeting grade level proficiency in evidence based writing.
How the School will Evaluate the Progress of this Goal:
The progress will be monitored using grade-level rubrics in all content areas to analyze student writing samples.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will work collaboratively with Staff developers in the cycle of inquiry to plan, teach and analyze data.	July 2018-June 2019	Natanya Johnson	See goal #1	1000: 1130: Teacher Substitutes		
Teachers will increase their pedagogical practices by attending on site workshops led by Staff developers.	July 2018-June 2019	Natanya Johnson	See goal #1	1000: 1130: Teacher Substitutes		

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	137,704	0.00
LCFF	27,362	-20,492.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	47,854.00
Title I	137,704.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000: 1100: Cert. Teacher Salary	163,066.00
1000: 1130: Teacher Substitutes	5,000.00
1000: 2100: Instructional Assistant (4 hrs/more)	17,492.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000: 1100: Cert. Teacher Salary	LCFF	25,362.00
1000: 1130: Teacher Substitutes	LCFF	5,000.00
1000: 2100: Instructional Assistant (4	LCFF	17,492.00
1000: 1100: Cert. Teacher Salary	Title I	137,704.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	185,558.00

LCFF (0215) Budget for 2018-2019

Not Applicable

School: Emerson Elementary

Allocation: \$122733.60

Program: LCFF (0215)

Carryover: \$

Total: \$122,733.60

Funtion	Object	Description	Amount Budgeted	Notes
Contract Salary Accounts				
1000	1100	Cert. Teacher Salary	\$	
2140	1900	Instructional Coaches Salary	\$	
1000	2100	Instructional Assistant (4 hrs/more)	\$19,584	5 hour Instructional Assistant Computer Resources
1000	2110	Instr. Assist. (under 4hr./timecard)	\$	
2700	2400/2410	Office Assistant	\$	
2495	2900/2910	Community Assistant	\$	
3110	5185	Other: Consultant - Counselor	\$22,560	Counselor - Increase student engagement / wellness
		Other:	\$	
Timecard Accounts / Substitutes / Stipends				
1000	1120	Teacher Extra Duty/Miscellaneous	\$	
1000	1130	Teacher Substitutes	\$20,000	Teacher collaboration, planning, data analysis
2700	1920	CPS Extra Duty, Non-Teaching	\$	
1000	2111	Classified Tutor Hours, Instruct.	\$	
1000	2120	Instr. Assistant Peakload/Overtime	\$	
2700	2420	Clerical Peakload/Overtime	\$	
	2920	Other Classified Hours	\$	
2495	2920	Other Class.Child Care/Interpreting	\$	
		Other:	\$	
Fixed Charges / Employee Benefits: (Object Codes 3101 – 3802)				
	3xxx	Fixed Charges (Lump Category)	\$5,586	See above
Other Discretionary Accounts				
	4200	Other Books	\$	
	4300	Supplies. Non-Technology	\$17,000	Supplies
	4310	Supplies, Technology/Software	\$5,000	Digital resources
	4325	Food, Grocery Stores	\$	
	4400	Equip.,Other, New, \$500-\$9,999	\$	
	4410	Equip., Technology \$500-\$9,999	\$	
	5210	Mileage	\$	
	5220	Conference Expenses	\$	
	5710	District Fees (History Day, etc.)	\$	
1036	5711	District Busses (Field Trips)	\$8,189.6	Science Camp
8100	5715	District Service Requests (M&O)	\$	

Funtion	Object	Description	Amount Budgeted	Notes
	5725	District Publications	\$	
	5780	Nutrition Services	\$	
	5800	Contracts, Field Trip Admissions	\$	
	5815	Consultants, Indep. Contractors	\$	
	5850	Software Licenses	\$	
2700	5731	Postage	\$	
	5929	Wireless Service (cell phone, other)	\$	
		Other:	\$	
		Other:	\$	
		Total:	\$97,919.60	

Title I (3010) Budget for 2018-2019

Not Applicable

School: Emerson Elementary

Allocation: \$158,115

Program: Title I (3010)

Carryover: \$2,851.36

Total: \$160,966.36

Funtion	Object	Description	Amount Budgeted	Notes
Contract Salary Accounts				
1000	1100	Cert. Teacher Salary	\$55,600	Title I 50% Title I Resource Teacher - Jason Condron - \$68,702 30% Title I Resource Teacher - Megan Berg - \$25,000
2140	1900	Instructional Coaches Salary	\$48,659	Title I 50% Title I ELA Coach - Jason Condron
1000	2100	Instructional Assistant (4 hrs/more)	\$	
1000	2110	Instr. Assist. (under 4hr./timecard)	\$	
2700	2400/2410	Office Assistant	\$	
2495	2900/2910	Community Assistant	\$	
		Other:	\$	
		Other:	\$	
Timecard Accounts / Substitutes / Stipends				
1000	1120	Teacher Extra Duty/Miscellaneous	\$	
1000	1130	Teacher Substitutes	\$5,000	SPSA Plan - Goal #'s 1 and 2
2700	1920	CPS Extra Duty, Non-Teaching	\$	
1000	2111	Classified Tutor Hours, Instruct.	\$	
1000	2120	Instr. Assistant Peakload/Overtime	\$	
2700	2420	Clerical Peakload/Overtime	\$500	Non-direct services
	2920	Other Classified Hours	\$	
2495	2920	Other Class.Child Care/Interpreting	\$	
		Other:	\$	
Fixed Charges / Employee Benefits: (Object Codes 3101 – 3802)				
	3xxx	Fixed Charges (Lump Category)	\$21,154	
Other Discretionary Accounts				
	4200	Other Books	\$	
	4300	Supplies. Non-Technology	\$15,562.36	
	4310	Supplies, Technology/Software	\$	
	4325	Food, Grocery Stores	\$	
	4400	Equip.,Other, New, \$500-\$9,999	\$	
	4410	Equip., Technology \$500-\$9,999	\$	

Funtion	Object	Description	Amount Budgeted	Notes
	5210	Mileage	\$	
	5220	Conference Expenses	\$	
	5710	District Fees (History Day, etc.)	\$	
1036	5711	District Busses (Field Trips)	\$	
8100	5715	District Service Requests (M&O)	\$	
	5725	District Publications	\$	
	5780	Nutrition Services	\$	
	5800	Contracts, Field Trip Admissions	\$	
	5815	Consultants, Indep. Contractors	\$	
	5850	Software Licenses	\$	
2700	5731	Postage	\$	
	5929	Wireless Service (cell phone, other)	\$	
		Other:	\$	
		Other:	\$	
		Total:	\$141,480.36	

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Natanya Johnson	X				
Danica Brisco		X			
Margarita Rubio		X			
Remie Rahman		X			
Lisa Koss			X		
Philip Brisk				X	
Tekleselassie Yeheyies				X	
Sarah Willis-Reynozo				X	
Jennifer Grob				X	
Tony Zamora				X	
Numbers of members of each category:	1	3	1	5	

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. 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.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

- 4. 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.
- 5. 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.
- 6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Natanya Johnson
Typed Name of School Principal

Signature of School Principal

Date

Sarah Willis-Reynozo
Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date