Analysis of Current Instructional Program

Fiscal support (EPC)

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council (SSC) was established through an election process in August /September and is comprised of parents/guardians, teachers, the principal, and other staff. The SSC meets regularly to review data, learn about intervention supports, and review the site and safety plans to ensure alignment and effective implementation with the Local Control and Accountability Plan and other federal, state, and local programs. Parents, staff, and the principal attend the meetings and participate in the development and oversight process.

Resource Inequities

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

Emerson School receives funds commensurate with the other ten elementary schools. We have received Title I funds for the last 17 years; however, beginning in 18-19 did not reach the required percentage to receive Title I funding past the 21-22 school year. While we have a lower percentage of students who are identified as living in poverty, we continue to have a substantial number of students who need additional support to meet grade-level standards. While our number of English Learners also fluctuates, the district funding of our ELD teacher does not provide us with enough hours to adequately serve all of our students who need this support. During the 2022- 2023 School Year, we completely lost all our Title I funds and were hard hard-pressed to adequately meet the intervention needs of the students at our school. For the 2023-2024 School year, the number of free/reduced lunch students rose about 30% and Emerson is now again receiving Title 1 funds,

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		
	20-21	21-22	22-23
Kindergarten	50	43	42
Grade 1	46	49	40
Grade 2	61	40	48
Grade3	45	53	43
Grade 4	58	45	53
Grade 5	48	51	44
Total Enrollment	308	281	270

Conclusions based on this data:

1. The three primary subgroups of students at Emerson are Two or More Races, Hispanic and African American.
2. Over the last three years, the percentage of African American students has been declining 3 to 5 percentage points while the percentage of white students increased 3 percentage points. The number of Latino students has fluctuated slightly and the number of Asian students has increased slightly. At the present time the largest subgroup is Two or More Races at 16%, followed by Latino at 15% and African American at 7%.
3. The overall enrollment of Emerson has declined, 3 years in a row.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	18	25	24	5.80%	8.9%	8.9%
Fluent English Proficient (FEP)	20	14	21	6.50%	5.0%	7.8%
Reclassified Fluent English Proficient (RFEP)	2			11.1%		

Conclusions based on this data:

1.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	40	54		0	53		0	53		0.0	98.1	
Grade 4	47	46		0	45		0	45		0.0	97.8	
Grade 5	38	50		0	50		0	50		0.0	100.0	
All Grades	125	150		0	148		0	148		0.0	98.7	

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		28.30			64.15			7.55	
Grade 4		24.44			73.33			2.22	
Grade 5		22.00			66.00			12.00	
All Grades		25.00			67.57			7.43	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		33.96			56.60			9.43	
Grade 4		24.44			73.33			2.22	
Grade 5		48.00			38.00			14.00	
All Grades		35.81			55.41			8.78	

Conclusions based on this data:

1. Overall, 72% of our students in all grades are At or Near Standard, or Above Standard in ELA over the course of the most recent years with CAASP results.
2.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

24.44 GS0hgs.84995. Grade 5 GS0hgs.110. 33.33

Overall Participation for All Students								
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with	% of Enrolled Students
	20-21	21-22	22-23	20-21	21-22	22-23		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		48.15			40.74			11.11	
Grade 4		31.11			57.78			11.11	
Grade 5		22.92			58.33			18.75	
All Grades		34.69			51.70			13.61	

Conclusions based on this data:

1. In 2021- 2022, 67% Met or Exceeded the Standard for Math.
2. In 2021- 2022 98% of the students took the SBAC test for Math.
3. In 2021- 2022, 15% overall did not meet the standard in Math

School and Student Performance Data

ELPAC Results

Reading Domain

Conclusions based on this data:

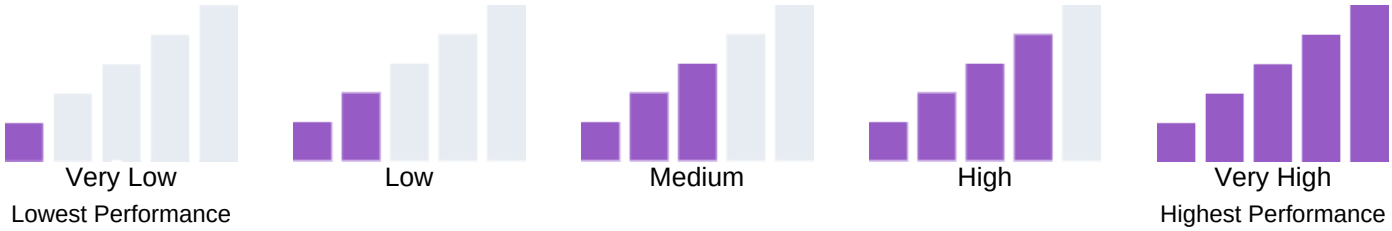
1. Post pandemic, the number of students qualifying for free and reduced numbers has been gradually increasing over time, with percentage approximately 30% for 2022- 2023 school year.
2. Our total enrollment has decreased every year. The enrollment for the 2021- 2002 school year accounts for 281 students.
3. During the 2021- 2022 School Year, the largest subgroup of students are White students at 46%, followed by 15% Hispanic, 13% Two or More Races, 13% African American, and approximately 9% Asian.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Very High	Chronic Absenteeism: High	Suspension Rate: Very Low
Mathematics: High		
English Learner Progress: No Performance Level		

Conclusions based on this data:

1. ELA scores are very high for Emerson.
2. Chronic Absenteeism is high. Therefore, this is an area that must be addressed with a site improvement goal. The pandemic has exacerbated a concern that already existed.

3. Our suspension rate is very low, which means fewer students are removed from school. This data reflects that behavioral supports and interventions have been making a positive impact for students.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic

2022 Fall Dashboard Mathematics Perf000r82bmance by Race/Ethnicitary

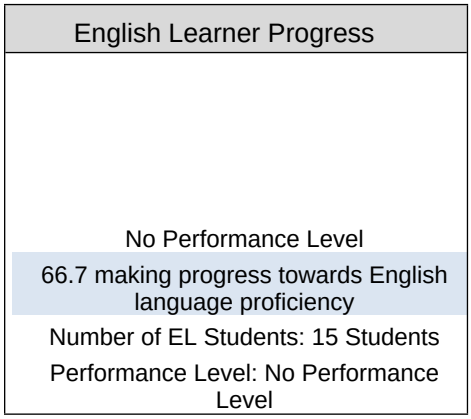
School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

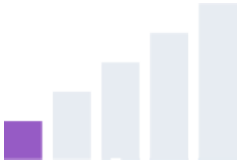
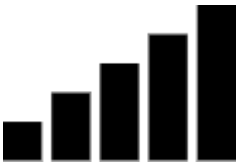
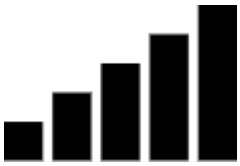
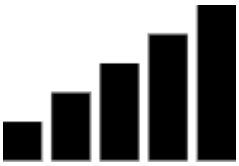
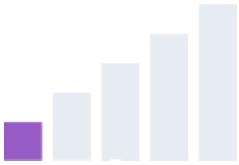
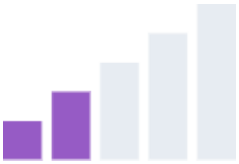
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
4	1	1	0	0

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
			
Very High	No Performance Level	No Performance Level	No Performance Level
62.2% Chronically Absent	Less than 11 Students	12% Chronically Absent	Less than 11 Students
37 Students	1 Student	25 Students	5 Students
Hispanic	Two or More Races	Pacific Islander	White
			
Very High	High		Medium
22.9% Chronically Absent	12.2% Chronically Absent		8.9% Chronically Absent
48 Students	41 Students		135 Students

Conclusions based on this data:

1. Overall, Emerson has high chronic absences with 19.2% of the students in this category.
2. Socioeconomically disadvantaged students are in the very high chronic absence category with 41.3% truancy. Students with disabilities have a 32.3% absence rate, which also qualifies as very high.
3. African American students are in the very high chronic absence category with 62.2% truancy for 37 students. Hispanic students have a 22.9% absence rate for 48 students, which also qualifies as very high. Students of two or more races are 12.2% truant, which qualifies as high truancy for 41 students. White students have a 8.9% rate of absences, which is medium, for 135 students.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very

2022 Fall Dashboard Suspension Rate by Race/Ethnicity		
African American	American Indian	Asian
Very Low 0% suspended at least one day 37 Students	No Performance Level Less than 11 Students 1 Student	

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Goal 1: Provide high quality classroom instruction and curriculum that promotes college and career readiness, ends racial predictability, and ensures that all systems are culturally and linguistically responsive to student needs

Identified Need

Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local and District Assessments, STAR and CAASPP data, and other teacher designed assessments and measures of progress. COST reports of student progress.	According to 2021- 2022 CAASPP results, of the 148 third through 5th-grade students, 72% of Emerson students met or exceeded the overall standard in ELA. Upon closer look, of the 18 African American students tested, the average score was 38.7 points below the standard. Of the 63 White students tested, the average score was 86.4 points above the standard. According to the 2021- 2022 CAASPP results, of the 147 third through 5th-grade students, 67% of Emerson students met or exceeded the overall standard in Math. Upon closer look, of the 18 African American students tested, the average score was 68.2 points below the standard. Of the 61 White students tested, the average score was 72.8 points above the standard.	Increase the average score of African American students in overall ELA and Math by at least 10 points.

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

Strategy/Activity 1

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

All Students

Strategy/Activity

Emerson teachers and staff will ensure the implementation of high-quality, balanced English Language Arts (ELA) and Math programs using district-adopted curriculum and best practices (the Teachers College Reading and Writing Program along with phonics and word work, spelling activities for ELA and Eureka math). Teachers will continue to transition to Next Generation Science Standards for Science.

This activity will be supported by our Literacy Coach: .25 FTE at the cost of $32,196 funded by BSEP Site Funds.

Teachers will attend district-wide and site-based training led by literacy and math coaches as well as site and district teacher leaders as we implement Common Core standards. Teachers will be released to observe other teachers on-site and at other schools and to take sub days to meet, plan, and coordinate curriculum and instruction. Teachers will meet and plan in Professional Learning Communities during team and staff meetings to use quantitative and qualitative data and knowledge of students' academic readiness, language proficiency, cultural background, and individual development to create engaging and challenging learning experiences for all children. Teachers will collaborate frequently to develop instructional practices that draw from students' cultures and personal experiences to improve the delivery of culturally relevant pedagogy.
This activity will be supported through the use of sub days - 32 days @ $205/day at a cost of $6,500 funded by BSEP carryover funds.

Teachers and classified staff will collaborate at meetings, the annual retreat, and staff training. Identified Classified staff will also be paid hourly to participate in PBIS planning meetings, professional development sessions, and other collaboration meetings.
This activity will be supported by Classified Hourly pay for Professional Development at a cost of $1,000 funded by BSEP carryover funds.

$2,500 will be allocated from BSEP carryover funds for Teacher hourly work for PD/ Curriculum Development & support of the school functions/ programs.

All appropriate and necessary materials, supplies, equipment, and technology (for students and staff)
hardware and software licenses and furniture will be purchased.
This activity will be supported by BSEP carryover funds for materials and supplies in the amount of $7,000.

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

Amount(s)	Source(s)
32,196	

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

All strategies and activities under this goal are working well. All students are being provided with high quality classroom curriculum and instruction along with academic interventions to eliminate barriers to student success. Students are also provided with instruction and enrichment in the areas of art, music, and physical education by trained, credentialed teachers.

The site is effectively working toward ending the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

After-school instruction will be provided (when teachers are available) in reading, writing, and/or math with a designated BSEP fund of $2,315 for teacher pay. An additional $1,117 from Title 1 funds will supplement the after-school instruction pay.

English Language Development (ELD) Teacher will ensure that every English Learner receives ELD instruction at the appropriate level through push-in, pull-out, and/or classroom teacher-guided groups. ELD instruction will address the reading, writing, listening, and speaking language needs of students. ELD teacher will assess all EL students annually using the ELPAC; will track student growth over the course of the year and will report progress to parents three times a year during trimester report card periods. The ELD Teacher and staff will also monitor the progress of every EL student in English against the goal that each student is gaining at least one ELPAC level a year and that students are reaching proficiency. The ELD teacher will collaborate regularly with the COS team and other intervention staff to monitor the effectiveness of instruction, intervention, and support.

$618 of Title 1 (Parent Engagement) funds will be designated to encourage Parent Involvement through informative events sponsored by the EL or Intervention Teachers.

Additional one-on-one after-school support will be provided through BUILD tutors assigned to target students. The Literacy Coach will coordinate and supervise BUILD tutors after school.
Tutors will be trained in best tutoring practices by the Literacy Coach.

Kid's World staff will provide a safe and enriched learning environment for students from all grade levels. Enrichment opportunities will be provided for all Kids World students and Kids' World staff will
communicate with classroom teachers about homework and needed skill development, including the use of Chromebooks for upper-grade students. BUILD tutors may further

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Goal 3: Ensure all school sites have safe, welcoming, and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

Identified Need

Goal 3: Ensure all school sites have safe, welcoming, and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

with Berkeley Public Mental Health and other service providers so that trained personnel may provide one on one and small group behavior health support services to target students two days a week This strategy will be supported by district-wide resource allocation of funds in the amount of $10,000, and $3,000 from BSEP carryover funds.

An additional MFT will be contracted, who will provide Therapy and Family consultation for students who have worked with the particular therapist for several years. The students who work with this contracted Therapist will continue the treatment plans that were initiated in prior years. This MFT will be funded by $10,000 in BSEP funds. A MOU will be created and approved by Business Services.

FEE coordinator will collaborate with the principal, Literacy Coach, RTI teacher, ELD teacher and SPED and classroom teachers to plan events to inform parents of programs, curriculum and instruction, assessments and to encourage support at home.

Emerson School will have a Family Equity and Engagement (FEE) Coordinator who will interact with individuals from diverse cultural, racial/ethnic, and socioeconomic backgrounds to help families navigate the school system and related social services.This strategy will be supported by a .50 FTE FEE coordinator.
The FEE Coordinator will be onsite and will have a dedicated space from which to outreach to and communicate with families to increase engagement and involvement, coordinate and provide support and resources for students and families, work with families to improve attendance, and coordinate with staff to better serve students and families.

Staff will solicit parent input through parent surveys and diverse parent-guardian target groups, including groups such as the PTA-sponsored Equity Study Circle. Based on parent interests and student needs, staff will provide parent workshops and educational events on topics identified as important through parent surveys and diverse parent-guardian groups. Workshops might include parent education nights on reading, math, writing, social and emotional support for students, etc.

The site will review safety and emergency procedures on an ongoing basis and will hold monthly drills. The safety committee will meet to plan drills, and staff meeting activities and update Safety Plan goals. Staff meeting time will be used periodically to review the contents of Emergency Backpacks and Emergency Containers and restock supplies as needed.

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 continue to make a concerted effort to have more families of color participate in school sponsored events, surveys and volunteer opportunities.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Goal 4: Use local and state measures to assess student progress resulting from district programs in order to evaluate and improve planned actions and services.

Identified Need

To ensure that all students receive a well rounded instructional program, the PTA will supplement the FTE of the Art and PE teachers in order to provide a comprehensive program.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
100% student participation in Art & PE curriculum	Continued 100% participation in Art & PE curriculum	Continued 100% participation in Art & PE curriculum
Annual Review of SPSA Actions	Annually	Once per year
Annual Review of SPSA funds expended	All funds expended	All funds expended

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

Strategy/Activity 1

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

All

Strategy/Activity

Emerson teachers and staff will ensure that all students receive a well-rounded instructional program including weekly art and music instruction from credentialed teachers. Art instruction will be standards-based and will be correlated with classroom instruction. Music classes will include vocal, rhythm, and instrumental instruction dependent on grade level.
This activity will be supported by our Art Teacher. PTA will fund .28 FTE (7 enrichment periods) at a cost of $39,801 and the District will fund .24 FTE so that all Pre-Kindergarten through 5th-grade students
will participate in Art class.

$2,965 will be designated from BSEP funds for materials and supplies for the instructional program.

Students will participate in physical education and gardening classes which will focus on building lifelong habits of health, well-being, and sustainability. All students in 1-5 will have PE two times a week. Pre-Kindergarten and Kindergarten will have PE once a week.
This activity will be supported by our PE teacher at 1.0 FTE. PTA will fund .52 FTE at a cost of $68,787 and District will fund .48 FTE.

In case of an increase in costs, an additional $4,429 allocation will be set aside as an unallocated reserve
in PTA funds. In the case of allocation of Prop28 Arts funding, the PTA will be reimbursed for their contribution toward the Art Teacher's salary expense.

A collaboration between Kids' World and the PTA will provide additional opportunities for enrichment such as yoga and art classes after school.

Instructional materials will be provided for art, physical education, and other classes.

Organized parent groups, such as the Emerson Equity Study Circle will be trained and supported at our site and district to strengthen their ability to collaborate with administrators and school site staff on issues that impact student achievement and well-being.
School Site Council members including parents, classified staff, teachers, and the principal will attend district training sessions and informational forums throughout the year. The principal will work with PTA and Staff to review and share our Student Handbook.

The site will hold SSC meetings to share information, gain parent perspectives, and form meaningful partnerships with parents. The FEE coordinator will outreach to families of color to increase involvement and will coordinate with target parents and ELD teachers to encourage parent participation and attendance.

The principal and staff will collaborate with multiple stakeholders such as the After School Coordinator, Student Advisory Committee, FEE office, Literacy Coach, RTI teacher, and ELD teacher to plan and hold family information evenings and assemblies based on interests and needs.

Emerson staff, teachers, and parents will continue to plan and hold school-wide community events such as Back to School Night, Open House, monthly all-school al2i3r <</ TDs]TJ /G EMCommits fos

4429	PTA
2965	BSEP

Strategy/Activity 2

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

All

Strategy/Activity /Layut >>BDC 0.945 0>>B1/GS2 71.5480 12 Tgy/ource( )T(/Layout >>BDC 0.945

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Goal 5: Increase access to school for our Students Experiencing Homelessness by decreasing chronic absentee and suspension rates.

Identified Need

Goal 5: Increase access to school for our Students Experiencing Homelessness by decreasing

All students with focus on homeless students, students of color, students who qualify for free or reduced price meals,
EL students, students who identify as LGBTQ and Foster youth.

Strategy/Activity

Emerson School will employ a Clerical Assistant II who will be the primary contact and record keeper for family absences. The Clerical Assistant II will be a member of the School Review Attendance Team. She will work with families to build a school and community connection that will foster improved communication, leading to increased attendance. This activity will be supported by the funding of a Clerical Assistant II, FTE .73, at a cost of $33,774 from PTA funds and $16,542 from BSEP funds.

The Family Equity and Engagement Coordinator will be onsite and will work with families to strive to improve attendance and

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school year, with a special focus on School Board Resolutions and Proclamations.
Communicate regularly with the parent through PTA Meetings, Newsletters, and Remind messages so
the entire school community is more aware of and involved in the positive behavior practices, strategies, and outcomes. Parents will learn about PBIS, CBGs, Toolbox, and Welcoming Schools, in order to collaborate with the school and reinforce strategies at home.

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

Amount(s)	Source(s)
33774	PTA
16542	BSEP

Strategy/Activity 2

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

Students Experiencing Homelessness

Strategy/Activity

Supports for Students Experiencing Homelessness:

Collaborate with the district to provide direct services and support to our McKinney-Vento students.

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

Amount(s)	Source(s)
0	

Strategy/Activity 3

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

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

Emerson is committed to educational excellence the work of equity and inclusion. We strive to avoid out of school suspensions and increase student attendance for all groups, especially homeless and other socieo-economically disadvantaged students.

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

In 18-19, the staff spent extensive staff meeting time working with the SEEDS organization to make sure that our internal systems are responsive to the needs of all teaching staff and to make sure that our discipline systems were supportive of a Restorative Justice framework rather than a punitive, consequence-based system of responding to student behaviors. During the 2021 School year, staff studied Gholdy Muhammed's book "Cultivating Genius" which provides a framework for culturally responsive teaching practices. During the 2022 School Year staff were trained to identify Micro-Agressions by an Educational Consultant provided by the PTA.

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.

This type of important work is ongoing. If there are changes, the SSC will review and recommend.

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Jana Holmes	Principal
Anna Stuppi	Classroom Teacher
Jeannie Wang	Classroom Teacher Other School Staff
Lily Howell	Other School Staff
Morgan Powell	Classroom Teacher
Jeffery Cross	Parent or Community Member
Claude Potts	Parent or Community Member
RoseLynn Abesamis- Bell	Parent or Community Member
Karla Schlaggs	Parent or Community Member
Andres Bella	Parent or Community Member

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

Recommendations and Assurances

5/25/23

BUDGET SUMMARY

Emerson (113) 5/9/23 Budget Item	Goal/ Strategy	Obj Code														Sum of FTE
			BGT	FTE	BGT	FTE	RES.	FTE	BGT	FTE	BGT	FTE	RES.	BGT	FTE	
Literacy Coach	1/1	1102	32,196	0.25			0763/0741	0.75								1.00
RTI Teacher	1/2	1102	38,839	0.28	44,388	0.32				0.40						1.00
ELD Teacher	2/1	1102								0.40					0.20	0.60
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Materials and Supplies	4/1	4300	2,965										0000	6,647		0.00
Art Teacher	4/1	1102									39,801	0.28	0000	release time	0.24	0.52
Clerical Assitant II	5/1	2402	16,542	0.24							33,774	0.49				0.73
PE Teacher	4/1	1102									68,787	0.52	0000	release time	0.48	1.00
After-School Intervention	2/1	1116	2,315		1,117								Title IV	1,954		
Parent Involvement	2/1				618											
Unallocated Reserve	1/2, 2/1, 4/1		2,627		1,581						4,429					0.00
Total Expenditures			105,485		47,704			0.75		0.80	146,791	1.29		18,601	0.92	
Revenue Allocation			**105,485**		**47,704**											
			0		0											
BSEP Carryover Priorities																
Classified Hourly (Prof. Development)	1/1	2116	1,000													
Certificated Subs	1/1	1103	6,500													
Teacher Hourly Curriculum/ PD/Extra Duty	1/1	1116	2,500													
Materials & Supplies	1/1	4300	7,000													
Mental Health Contract	3/1	5800	3,000													
Total Carryover Priorities			**20,000**													