



# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT EMERSON ELEMENTARY SCHOOL

**2022-23**

37-68338-6039507

CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.

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

**Principal:** Reyes, Veronica

**Contact Person:** Reyes, Veronica

**Position:**

**Telephone Number:** 619/344-6200;

**Address:** 3510 Newton Ave, Emerson Elementary, San Diego, CA, 92113-3118,

**E-mail Address:** vreyes2@sandi.net

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent&Family Engagement Policy
- School Parent Compact

**Board Approval: January 24, 2023**

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.*

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT**

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Emerson PHONE: 619 344-6200 FAX: 619 344-6249  
 SITE CONTACT PERSON: Veronica Reyes E-MAIL ADDRESS: vreyes2@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title I Schoolwide Programs (SWP)       CSI School       ATSI School

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is composed correctly, and formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- English Learner Advisory Committee (ELAC)      Date of presentation: 9/22/22  
 Community Advisory Committee for Special Education Programs (CAC)      Date of presentation: \_\_\_\_\_  
 Gifted and Talented Education Program Advisory Committee (GATE)      Date of presentation: \_\_\_\_\_  
 Site Governance Team (SGT)      Date of presentation: 10/14/22  
 Other (list): \_\_\_\_\_      Date of presentation: \_\_\_\_\_

1. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 10/20/22

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

<p><u>Veronica Reyes</u> Type/Print Name of School Principal</p>	<p><u>[Signature]</u> <u>9/26/22</u> Signature of School Principal / Date</p>
<p><u>Maria Romano</u> Type/Print Name of SSC Chairperson</p>	<p><u>M. Romano</u> <u>09/26/2022</u> Signature of SSC Chairperson / Date</p>
<p><u>Maria Del Carmen Farias</u> Type/Print Name of ELAC Representative</p>	<p><u>[Signature]</u> _____ Signature of ELAC Representative / Date</p>
<p><u>Mitzi Menho</u> Type/Print Name of Area Superintendent</p>	<p><u>[Signature]</u> <u>10/5/22</u> Signature of Area Superintendent / Date</p>

**Email & Submit Document with Original Signatures**  
 Strategic Planning for Student Achievement Department  
 Eugene Brucker Education Center, Room 3126

**Due October 7th 2022**

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**SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of the Title 1 Schoolwide Program and Additional Targeted Support and Improvement (ATSI). Our mission at Emerson Elementary is to provide experiences and teach world-class skills and values which empower all children to achieve their fullest potential. That every student is ready for the future by being prepared for college, career, and personal success.

**PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)**

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

**ENGAGING EDUCATIONAL PARTNERS**

At Emerson Bandini, our community engaged in a collaboration process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. This fall stakeholders were involved in SPSA and budget development process via multiple meeting opportunities to dialogue and solicit input. These included a whole staff meeting, SSC and ELAC.

Whole staff: October 4, 2021 We discussed the SPSA goals. Staff agreed with the SMART goals and approved that section.

ELAC: October 25, 2021 We reviewed the SPSA with emphasis on the goals.

SSC: February 2, 2022 We continue to discuss SPSA goals, safety plan, and ELAC report.

SSC: February 23, 2022 We approved the 2022-2023 budget and how they are supporting our SPSA goals.

ELAC: September 22, 2022 We presented the goals and strategies for the 2022-23 SPSA and received feedback from ELAC Committee

SSC: October 20, 2022 We reviewed the SPSA with emphasis on the goals. The SPSA was approved unanimously by the SSC

**RESOURCE INEQUITIES**

Based on a comparison between 2018 and 2019, there was a slight gain of 2.0% in the area of ELA and a slight decline of 0.6 in the area of Math in the SBAC results. Last year we used our resources on release time for PLCs. This was our third year implementing PLCs and we put more time and effort into creating a focus on student achievement. We need to sharpen this focus this year. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap, especially with our English Learners and students with disabilities. To support student progress in both ELA and math, professional development will focus on studying and gaining an in-depth understanding of common core standards. Teachers will continue to participate in bi-weekly PLCs while students have opportunities to engage in visual and performing art via the Arts in Education

Project. To this end, we have allocated resources to fund the AEP to release teachers to meet monthly to strengthen tier 1 instruction by monitoring grade level data and planning throughout the school year for all classroom teachers. In addition, we have allocated funds to pay teachers hourly to meet additional time each month. We have also funded a reading resource teacher to provide small group instruction to selected students who are reading below grade level.

**SCHOOL SITE COUNCIL MEMBERSHIP**

<b>Member Name</b>	<b>Role</b>
1. Veronica Reyes	Principal
2. Eveline Torres	Classroom Teacher
3. Lorena Rodriguez	Classroom Teacher / Vice-Chairperson / DAC Representative
4. Genaro Borbon	Classroom Teacher
5. Maria Romano	Other School Personnel / Chairperson
6. Maria del Carmen Farias	Parent
7. Blanca Miranda	Parent
8. Adan Rodriguez	Parent
9. Evelinda Ruiz	Parent
10. Angelica Salinas	Parent

# GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

## *LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District*

### **Call to Action Belief Statement**

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

Black Youth: Developing antiracist and restorative school communities.

### **District LCAP Goals**

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

### **Annual Review of This Goal: SPSA Reviewed 2021-22**

#### **\*Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

According to the 2019 CA Dashboard, we have a red indicator in regard to chronic absenteeism. The other area that we would like to focus on is in regards to suspension rate which is in the orange category.

#### **\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

There are no major differences, we will continue to work in collaboration with our Attendance Clerk and School Counselor in order to work with students with chronic absenteeism, and behavior, and to reduce our suspension rates.

**\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

We will continue to monitor our chronic absenteeism. Our Attendance Clerks and Guidance Assistant, along with our School Counselor will work together in reaching students with chronic absenteeism.

**\*Identified Need**

We are referencing the California Dashboard. All our students are identified as an area of concern in regard to chronic absenteeism (Ca Dashboard = RED). Additionally, our students with disabilities are suspended at a higher rate than our other student groups.

**\*Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-5	Decrease chronic absenteeism	25%	20%	Chronic Absenteeism	Annually
June 2023	K-5	Decrease Suspension Rate	4.3%	2%	Suspension	Annually

**\*Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-5	Students with Disabilities	Decrease suspensions	5.0%	2.0%	Suspension	Annually
June 2023	K-5	English Learner	Decrease suspensions	4.4%	2.0%	Suspension	Annually
June 2023	K-5	Black or African American	Decrease suspensions	Small Cohort	5.0%	Suspension	Annually
June 2023	K-5	Students with Disabilities	Decrease the overall chronic absenteeism rate	43.3%	30%	Chronic Absenteeism	Annually
June 2023	K-5	English Learner	Decrease the overall chronic absenteeism rate	22.6	15%	Chronic Absenteeism	Annually
June 2023	K-5	Black or African American	Decrease the overall chronic absenteeism rate	Small Cohort	10%	Chronic Absenteeism	Annually
June 2023	K-5	Hispanic or Latino	Decrease suspensions	4.2	2	Suspension	Annually
June 2023	K-5	Socioeconomically Disadvantaged	Decrease suspensions	4.4	2	Suspension	Annually

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June 2023	K-5	Hispanic or Latino	Decrease the overall chronic absenteeism rate	24.4	15	Chronic Absenteeism	Annually
June 2023	K-5	Socioeconomically Disadvantaged	Decrease the overall chronic absenteeism rate	24.8	15	Chronic Absenteeism	Annually
June 2023	K-5	Homeless/Foster	Decrease the overall chronic absenteeism rate	22.2	10	Chronic Absenteeism	Annually

### Supporting Black Youth - Additional Goals

- ✓ 1. Emerson Elementary's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ 2. The staff diversity goal at Emerson Elementary is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Emerson Elementary's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ 3. In the 2022-23 school year, Emerson Elementary will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ 4. Emerson Elementary will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ 5. Emerson Elementary's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ 6. Emerson Elementary will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ 8. Emerson Elementary will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

### Strategy/Activity 1

#### \*Students to be served by this Strategy/Activity

All students.



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**\*Strategy/Activity - Description**

The Guidance Assistant will continue to support the student's social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Guidance Assistant will work collaboratively with students, parents, teachers, counselor, office staff, support staff, and administrators to implement strategies that will decrease chronic absenteeism and suspension rates. When it becomes allowable and recommended, the Guidance Assistant will conduct regular home visits with a certificated or support staff member to ensure that families receive the supports they need to get their children to school every day and on time.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F009122	Guidance Asst - Vacancy, SBB2535512	0.75000	\$25,848.75	\$55,030.47	0091-09800-00-2404-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		The Guidance Assistant will continue to support the student's social and emotional well-being and needs.
F009125	School Counselor - VACANCY, SBB2536980	0.20000	\$17,908.60	\$27,145.80	0091-30100-00-1210-3110-0000-01000-3999	Title I Basic Program	[no data]		The school counselor will help support behavior, attendance, and Socio and emotional needs.
F009126	School Counselor - VACANCY, SBB2536980	0.20000	\$17,908.60	\$27,145.80	0091-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		The counselor will support behavior, attendance, and socio and emotional.

## *LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All*

### **Call to Action Belief Statements**

**ELA:** We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

**Math:** All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

**English Learners:** We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

**Students with Disabilities: Ownership:** Principals, teachers, and support staff take ownership of all their students, including students with disabilities.  
**Access:** Students with disabilities are general education students first and should have access to a meaningful course of study. **Instruction:** All teachers will design instruction and create learning environments that meet students' individualized learning needs.

**Graduation/Promotion Rate:** All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

### **District LCAP Goals**

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

**Annual Review of This Goal: SPSA Reviewed 2021-22****\*Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Overall, instructional practices showed noticeable improvement and ELA lessons showed cohesiveness in grade levels. To continue to support student progress in ELA, professional development will focus on studying and gaining an in-depth understanding of common core standards. UTK-5 teachers will participate in monthly PLCs while students have opportunities to VAPA learning; Tier 1 instruction will strengthen by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists; and by administering common diagnostic *STAR Reading*, *FAST aReading* and *Fountas and Pinnell* and common formative assessments, and monitoring student progress together as a grade level team every month. In-School Resource Teacher will continue to support students on the cusp of grade-level reading.

**\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

All teachers participated in lesson design and lesson studies. PLCs met more consistently last year as compared to the previous year despite the challenges brought on by the pandemic.

**\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

An In-School resource teacher has been funded to assist students in acquiring needed reading skills and strategies to become proficient grade-level readers. Given the lack of teachers available in the Arts in Education Project to provide regular release time for teachers, we have reallocated Title 1 funds to pay teachers to meet in PLCs outside of the workday to continue monitoring student progress and planning collaboratively.

**\*Identified Need - English Language Arts**

Based on the results for the 2018-19 CAASPP, only 32% of students in grades 3-5 met or exceeded standards. This represents a 2% increase from last year but an overall growth of 8.5% for the last three-year period. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and Students with Disabilities.

<b>*Goal 2 - English Language Arts</b>							
<b>By Date</b>	<b>Grade</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>	
June 2023	3-5	Meet or exceed standards	32%	40%	CAASPP ELA	Annually	
June 2023	K-2	Meet or exceed standards	Baseline Year	80%	Fountas and Pinnell	Triannually	
<b>*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2023	3-5	English Learner	Meet or exceed standards	20%	30%	CAASPP ELA	Annually
June 2023	3-5	Black or African American	Meet or exceed standards	20%	30%	CAASPP ELA	Annually
June 2023	3-5	Students with Disabilities	Meet or exceed standards	6%	15%	CAASPP ELA	Annually
June 2023	K-2	English Learner	Meet or exceed standards	Baseline year	60%	Fountas and Pinnell	Triannually
June 2023	K-2	Black or African American	Meet or exceed standards	Baseline year	60%	Fountas and Pinnell	Triannually
June 2023	K-2	Students with Disabilities	Meet or exceed standards	Baseline year	60%	Fountas and Pinnell	Triannually
<b>*Identified Need - Math</b>							
<p>Based on the results for the 2018-19 CAASPP, only 30% of students in grades 3-5 met or exceeded standards. This represents a 0.6% decline from last year but an overall growth of 2% for the last three-year period. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and Students with Disabilities.</p> <p>The school's overall data for the 2018 school year indicates that 30% of 3rd-5th grade students met or exceeded standards in Math. In the 2019 school year, the data indicates a 3.5 increase in 3rd-5th grade students who met or exceeded grade-level standards in Math. Based on the data, we will continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates that there is an achievement gap among socioeconomically disadvantaged students. Nearly 97% of Emerson's student population is considered socioeconomically disadvantaged.</p> <p>To support student progress in Math, professional development will focus on studying and gaining an in-depth understanding of common core standards (teachers will participate in monthly PLCs); strengthening tier-one instruction by integrating lesson studies and lesson design throughout the school year</p>							

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for all classroom teachers and Education Specialists; and administering common diagnostic STAR Math in grades 2nd-5th and common formative assessments (for all TK-5th grade students) and monitoring student progress together as a grade level team every month.

### \*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Meets or exceeds standards	30%	40%	CAASPP Math	Annually

### \*Annual Measurable Outcomes (Closing the Equity Gap) - Math

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Meet or exceed standards	14.8%	30%	CAASPP Math	Annually
June 2023	3-5	Students with Disabilities	Meets or exceeds standards	3.3%	15%	CAASPP Math	Annually
June 2023	3-5	Black or African American	Meets or exceeds standards	20%	30%	CAASPP Math	Annually

### \*Identified Need - English Learners

Our English Learner population has the largest achievement gap among subgroups based on the CAASPP data.

### \*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	RFEP	Eligible students will reclassify	20 students	35 students	Reclassification Rates	Yearly

### \*Identified Need - Graduation/Promotion Rate

Chronic absenteeism impacts promotion. If students are not at school, they can't learn. This is also an area of concern for our site. On the California Dashboard, our overall school is in the Red Category with 35.2 % of our students chronically absent. This is one of the reasons our school is in ATSI status.

#### Chronic Absenteeism (Subgroups)

Students with Disabilities = 43%

English Learners = 22.6%

Hispanic = 24.4%

African American = 41%

<b>*Goal 5- Graduation/Promotion Rate</b>							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3-5	Increase the percentage of students reading at or above grade level as measured by the DRA	39%	50%	Other (Describe in Objective)	3 times per year	
<b>*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	English Learner	Increase the percentage of students reading at or above grade level as measured by the DRA	26%	40%	Other (Describe in Objective)	3 times a year
June 2023	5	English Learner	Increase the percentage of students reading at or above grade level as measured by the DRA	27%	42%	Other (Describe in Objective)	3 times a year
<b>Strategy/In-School Resource Teacher</b>							
<b>*Students to be served by this Strategy/Activity</b>							
All students at the school will benefit from this strategy/activity in the area of English Language Arts, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged.							
<b>*Strategy/Activity - Description</b>							
The In-School Resource Teacher will support students reading below grade level and students on the cusp of reading at grade level. During monthly PLC classroom teachers analyze data and plan for instruction. Resource Teachers will continue to support and collaborate with classroom teachers to impact teacher effectiveness. Resource Teachers will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction).							

<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F009123	Inschool Resource Tchr -	0.90000	\$89,024.40	\$128,241.65	0091-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		Resource Teachers will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction)
F009124	Inschool Resource Tchr -	0.10000	\$9,891.60	\$14,249.09	0091-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Resource Teachers will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction)

## Strategy/Supplemental Instructional Materials and Software

### \*Students to be served by this Strategy/Activity

All Students

### \*Strategy/Activity - Description

Supplemental instructional materials and software licenses for ELA for reading intervention  
 RAZ-Kids: Grade-level appropriate instructional materials that build and enhance necessary skills for effective reading.  
 Reading Plus: Independent reading intervention tool that builds reading skills, speed, and fluency.

### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00912F	Supplies		\$14,782.00	\$14,782.00	0091-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Reading intervention tools such as Reading Plus that build reading skills, speed, and fluency.
N0091CN	Software License		\$400.00	\$400.00	0091-30106-00-5841-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supplemental instructional materials and software licenses such as RAZ-Kids for ELA for reading intervention

## Strategy/PLCs

### \*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of math, especially English Learners.

### \*Strategy/Activity - Description

We will continue to support all students especially English Language Learners, black students, and students with IEP (especially LTELs) in ELA/MTH achievement by continuing to examine their needs during the biweekly professional learning community. This work will focus on common tasks and the development of intervention lessons to meet the independent needs of our English Learners.

All students(including students with disability, black students, and ELL) will benefit from teacher monthly PLCs where lesson design and data will be reviewed.

### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00911G	Classroom Teacher Hrly		\$15,000.00	\$18,571.50	0091-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		PLCs will focus on common tasks and the development of intervention lessons to meet the independent needs of our English Learners.
N0091B8	Interprogram Svcs/VAPA		\$20,000.00	\$20,000.00	0091-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmnt	[no data]		During VAPA periods, classroom teachers will be released to meet in PLCs. All students(including students with disability, black students, and ELL) will benefit from teacher monthly PLCs where lesson design and data will be reviewed.

## Strategy/ELPAC Testing and Reclassification

### \*Students to be served by this Strategy/Activity

English Learners

### \*Strategy/Activity - Description

To support the reclassification of English Learners, the site will implement the ELPAC and monitor yearly OPL progress.



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<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N009129	Retired NonClstrm Tchr Hrly		\$12,418.00	\$15,374.73	0091-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Fund to support the reclassification of English Learners, the site will implement the ELPAC

### Strategy/Professional Development

**\*Students to be served by this Strategy/Activity**

All students

**\*Strategy/Activity - Description**

Teachers will assess students in aReading FAST and DEMI math assessments. Teachers will write grade-level-specific ELA and Math curricula that meet common core state standards. Education Specialists will plan and facilitate professional development for paraeducators who directly support students with disabilities.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00913W	Supplies		\$19,416.00	\$19,416.00	0091-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Additional supplies such as supplemental workbooks will be purchased to support students. Teachers will supplement these materials based on their collaborative discussions.
	Classroom Teacher Hrly				0091-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N00911G	PLCs to support teachers during lesson planning

## Strategy/Field Trips

### \*Students to be served by this Strategy/Activity

All students will have the opportunity to attend off-campus activities to enhance their learning with hands-on activities, lectures, and observing experts in the field.

### \*Strategy/Activity - Description

To better serve all Students, we will expose them to experts out in the community, hands-on activities, and lectures.

### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0091CO	Interprogram Svcs/Field Trip		\$6,000.00	\$6,000.00	0091-30106-00-5735-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		To better serve all Students, we will expose them to experts out in the community, hands-on activities, and lectures.

## Strategy/School Librarian

### \*Students to be served by this Strategy/Activity

All students

### \*Strategy/Activity - Description

We will fund a librarian to enhance students learning and provide them the opportunity to check out books, listen to read-aloud, and learn about research.

### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F009127	Library Asst -	0.20000	\$6,025.40	\$12,180.54	0091-09800-00-2231-2420-0000-01000-0000	LCFF Intervention Support	English Learners, Low-Income		We will fund a librarian to enhance students learning and provide them the opportunity to check out books, listen to read-aloud and learn about research.

## Strategy/Co-Planning and Differentiating Instruction

### \*Students to be served by this Strategy/Activity

ALL students ELLs, Black Youths, and especially students with IEP.

### \*Strategy/Activity - Description

General education teachers will co-plan and teach lessons with Educational Specialists to impact teacher effectiveness. This will help classroom teachers in implementing differentiated instruction and supports for struggling students.

### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom Teacher Hrly				0091-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N00911G	General education teachers will co-plan and teach lessons with Educational Specialists to impact teacher effectiveness. This will help classroom teachers in implementing differentiated instruction and supports for struggling students.

## *LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools*

### **Call to Action Belief Statement**

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

### **District LCAP Goals**

5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

### **Annual Review of This Goal: SPSA Reviewed 2021-22**

#### **\*Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

During the previous years, the principal met with parents for Family Fridays and Coffee with the Principal. The principal met with parents, gave instructional strategies, and then allowed parents time to visit classrooms and read with children. Meetings with the principal to discuss school issues such as health & nutrition, social/emotional parenting skills, preparing for middle & high school, etc. During the previous school year meetings were provided in person and also online through zoom, in our distance learning environment.

Learning materials that focused on helping children with schoolwork were handed out to parents.

#### **\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Parent attendance at Family Fridays has increased as compared to last school year due to the provision of refreshments. Childcare was provided for parent training and meetings. However, the number of parents who attended training/meetings and utilized this support was minimal.

<b>*Changes</b>					
Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.					
Continue to provide refreshments at Family Fridays.					
<b>*Identified Need</b>					
Only 22% of our parents attended regularly scheduled Parent-Teacher conferences, and 47% strongly agree with the statement that the school allows input and welcomes parents' contributions. Emerson Bandini needs to strengthen these numbers.					
<b>*Goal 6- Family Engagement</b>					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase the number of parent participation from all parent groups	35%	45%	CAL - SCHLS (CSPS)
<b>*Annual Measurable Outcomes</b>					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	SSC	Attendance	60%	100%	Attendance
<b>Strategy/Family Friday Events</b>					
<b>*Families to be served by this Strategy/Activity</b>					
All families at the school will benefit from this strategy/activity.					
<b>*Strategy/Activity - Description</b>					
To maintain a connection with families the administration will host monthly Family Friday events.					

## Emerson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Proposed Expenditures for this Strategy/Activity</b>									
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Salary/Non Salary Cost</b>	<b>Total Estimated Salary With Benefits/Non Salary cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
N00917P	Other Nonclsrn PARAS Hrly		\$1,500.00	\$2,055.15	0091-30103-00-2955-2495-0000-01000-0000	Title I Parent Involvement	[no data]		To encourage more parents to participate in our meetings, we will provide childcare.
N009193	Inservice supplies		\$1,055.00	\$1,055.00	0091-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		We support parents by providing flyers and learning materials during our meetings.

**\*Additional Supports for this Strategy/Activity**  
 Paras and playground supervisors support child care.

## **APPENDICES**

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

**APPENDIX A**

**BUDGET SUMMARY**



# Emerson Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 196,485
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 361,648

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 82,577
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 82,577

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$ 82,586
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 82,586

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 361,648

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Emerson Elementary	09800 LCFF Intervention Support	Guidance Asst	2404 Guidance/Attendance Asst	Guidance/Attendance Asst	0.75	\$25,848.75
Emerson Elementary			3000 Benefits		0	\$29,181.72
Emerson Elementary		<b>Guidance Asst Total</b>			<b>0.75</b>	<b>\$55,030.47</b>
Emerson Elementary		Library Asst	2231 Other Support Prsnl PARAS	Other Support Prsnl PARAS	0.2	\$6,025.40
Emerson Elementary			3000 Benefits		0	\$6,155.14
Emerson Elementary		<b>Library Asst Total</b>			<b>0.2</b>	<b>\$12,180.54</b>
Emerson Elementary		(blank)	1986 Retired NonClstrm Tchr Hrly	Retired NonClstrm Tchr Hrly	0	\$12,418.00
Emerson Elementary			3000 Benefits		0	\$2,956.73
Emerson Elementary		<b>(blank) Total</b>			<b>0</b>	<b>\$15,374.73</b>
Emerson Elementary	<b>09800 LCFF Intervention Support Total</b>				<b>0.95</b>	<b>\$82,585.74</b>
Emerson Elementary	30100 Title I Basic Program	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	0.9	\$89,024.40
Emerson Elementary			3000 Benefits		0	\$39,217.25
Emerson Elementary		<b>Inschool Resource Tchr Total</b>			<b>0.9</b>	<b>\$128,241.65</b>
Emerson Elementary		School Counselor	1210 Counselor	Counselor	0.2	\$17,908.60
Emerson Elementary			3000 Benefits		0	\$9,237.20
Emerson Elementary		<b>School Counselor Total</b>			<b>0.2</b>	<b>\$27,145.80</b>
Emerson Elementary		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	\$15,000.00
Emerson Elementary			3000 Benefits		0	\$3,571.50
Emerson Elementary			4301 Supplies	Supplies	0	\$19,416.00
Emerson Elementary		<b>(blank) Total</b>			<b>0</b>	<b>\$37,987.50</b>
Emerson Elementary	<b>30100 Title I Basic Program Total</b>				<b>1.1</b>	<b>\$193,374.95</b>
Emerson Elementary	30103 Title I Parent Involvement	(blank)	2955 Other Nonclstrm PARAS Hrly	Other Nonclstrm PARAS Hrly	0	\$1,500.00
Emerson Elementary			3000 Benefits		0	\$555.15
Emerson Elementary			4304 Inservice supplies	Inservice supplies	0	\$1,055.00
Emerson Elementary		<b>(blank) Total</b>			<b>0</b>	<b>\$3,110.15</b>
Emerson Elementary	<b>30103 Title I Parent Involvement Total</b>				<b>0</b>	<b>\$3,110.15</b>
Emerson Elementary	30106 Title I Supplmnt Prog Imprvmnt	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	0.1	\$9,891.60
Emerson Elementary			3000 Benefits		0	\$4,357.49
Emerson Elementary		<b>Inschool Resource Tchr Total</b>			<b>0.1</b>	<b>\$14,249.09</b>
Emerson Elementary		School Counselor	1210 Counselor	Counselor	0.2	\$17,908.60
Emerson Elementary			3000 Benefits		0	\$9,237.20
Emerson Elementary		<b>School Counselor Total</b>			<b>0.2</b>	<b>\$27,145.80</b>
Emerson Elementary		(blank)	4301 Supplies	Supplies	0	\$14,782.00
Emerson Elementary			5735 Interprogram Svcs/Field Trip	Interprogram Svcs/Field Trip	0	\$6,000.00
Emerson Elementary			5738 Interprogram Svcs/VAPA	Interprogram Svcs/VAPA	0	\$20,000.00
Emerson Elementary			5841 Software License	Software License	0	\$400.00
Emerson Elementary		<b>(blank) Total</b>			<b>0</b>	<b>\$41,182.00</b>
Emerson Elementary	<b>30106 Title I Supplmnt Prog Imprvmnt Total</b>				<b>0.3</b>	<b>\$82,576.89</b>

**APPENDIX B**

**PARENT & FAMILY ENGAGEMENT POLICY**



San Diego Unified School District  
Finance Division  
Strategic Planning for Student Achievement Department

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*Emerson Elementary*

**TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-2023**

2.0 With approval from the local governing board, *Emerson Elementary* has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (*EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

- Parent and family input will be obtained through the annual meeting on Sep 21, 2022
- The Title I Parent & Family Engagement policy will be sent home with students
- The Title I parent & family engagement policy will be posted on ClassDojo and in the school office

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how *Emerson Elementary* school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])
- An annual meeting will be convened on September 21, 2022, at 4:30 pm to inform parents of participating students of the requirements of Title I and their right to be involved. (Meeting will be conducted in both English and Spanish)

b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

- Emerson will offer a flexible number of meetings and may provide, with funds provided under this part, transportation, and child care of home visits as such services relate to parental involvement.
- Involve parents of participating students, in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I programs and parental involvement policy.
- Provide parents of participating students with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet.
- Provide parents of participating students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
- Morning Meeting
  - Winter Parent/Teacher Conferences planned for November
  - Spring Parent/Teacher Conferences are planned for March
  - Learning Contract conferences (ongoing)
  - Daily Volunteer Opportunities for cleared Parent Volunteers
  - Emerson SGT meetings
- Evening meetings
  - Annual Title I meeting
  - Back To School Night occurs before October 1, 2022
  - Winter Parent/Teacher Conferences planned for November
  - Spring Parent/Teacher Conferences are planned for March
  - Learning Contract conferences (ongoing)
  - SSC meetings

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

- An annual meeting will be convened on September 21, 2022 at 4:30pm to inform parents of participating students of the requirements of Title I and their right to be involved. (Meeting will be conducted in both English and Spanish)
- Parents and families can also provide feedback during the following meetings:
  - School Site Council (SSC)
  - Parent Teacher Organization (PTO)
  - English Language Advisory Committee (ELAC)
  - Site Governance Team (SGT)
  - Back to School Night
  - Surveys

d) The school provides parents of participating children with the following:

- i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])
  - An annual meeting will be convened on September 21, 2022, at 4:30 pm to inform parents of participating students of the requirements of Title I and their right to be involved. (Meeting will be conducted in both English and Spanish)
  - Quarterly Standards-Based Report Card Report in both English and Spanish

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

- Provide parents of participating students with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet during Back to School Night in the Fall, during Parent Teacher Conferences, and School Site Council meetings.

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

- Parents and families can also provide feedback during School Site Council and Site Governance meetings

e) If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

- Principal and staff are always open to feedback and suggestions

## 2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

- Training around parenting and how to work with students at home are offered periodically through the Family Engagement Department.

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

- Provided at Back to School Night
- During parent/teacher conferences
- Appointments with the school counselor, etc.
- Training around parenting and how to work with students at home are offered periodically through the Family Engagement Department.

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

- In staff meetings
- Weekly staff bulletin
- Teachers engage in monthly Professional Learning Communities and Professional Development to continuously improve their practice.
- Staff are provided information regarding the school, district, and community resources (e.g., Logan Heights Counseling)
- The staff acknowledges the importance of valuing parental contributions and constantly strives to welcome and incorporate parent volunteers into the school community (when safety guidelines permit).
- Staff is provided professional development that includes the topic of engagement and culturally responsive teaching.

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])



- Our school has a school counselor available four days a week to work with students as needed.
- Our school counselor works with Logan Heights Counseling Center to provide support and resources to families in need.
- Our school nurse and school psychologist are available to assist families and provide resources as needed.

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

- Information is distributed through students and on an individual basis as needed in English and Spanish

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

- Resources are available as needed through the school counselor
- The Family & Engagement Department provides monthly parent training/information opportunities

## 2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, [Emerson Elementary](#), to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

- Information is distributed through students and on an individual basis as needed in English and Spanish
- Bilingual English-Spanish staff is available
- The Family & Engagement Department provides monthly parent training/information opportunities are provided translation services when requested

**APPENDIX C**

**SCHOOL PARENT COMPACT**



San Diego Unified School District  
Finance Division  
**Strategic Planning for Student Achievement Department**

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**Title I School-Parent Compact 2022-2023**  
**Emerson Elementary**

**2.4 School-Parent Compact**

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

- Our school has adopted the Benchmark Advance for our ELA curriculum.
- Teachers follow the California Common Core State Standards and the math units (created by the District and based on Envision 2.0 math).
- Teachers engage in monthly Professional Learning Communities and Professional Development to continuously improve their practice.
- In the fall, an annual meeting will be held to share with parents a description of the Title I Program and its requirements during our back to School Night
- The policy in English and Spanish will be shared with families on Class Dojo and posted in the school office

The importance of communication between teachers and parents on an ongoing basis; will be through, at a minimum in the following: (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

- Parent-teacher conferences will be held the week before Fall Break and the week before Spring Break.
- Ongoing Learning Contract conferences
- Information will be provided in English and Spanish
- Information that is sent home is posted on ClassDojo

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

- Teachers communicate students' progress through emails, work sent home, ClassDojo, and other ways teachers share the information with families.
- Reports on student progress are done at Parent Teacher conference meetings as well as throughout the school year.
- Ongoing Learning Contract conferences
- Parents are encouraged to set up conferences with their child's teacher as needed for ideas to support their child at home.
- Parents are encouraged to log onto Parent Portal to check their child's academics and attendance

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

- Staff will be available for consultation with parents. Parents can request a conference and schedule an appointment at any time.
- Parents are encouraged to volunteer on campus (when safety guidelines permit)

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

- Through Parent/Teacher conferences, teacher communications, Back to School Night, and other meetings/events held throughout the school year are provided Spanish translation services as requested.
- Bilingual Spanish-English staff available to answer questions
- Families are provided a Parent Handbook in English and Spanish
- Families are provided information about the curriculum, academic assessment, and proficiency levels at:
  - Back to School Night in the fall
  - School Site Council (SSC) meetings
  - Site Governance Team (SGT) meetings
  - Parent-Teacher Conferences
  - Information displayed on the school's marquee

## APPENDIX D

### DATA REPORTS

Data Reports: Attached Data comes from the ELA/Math Multi-year Demographic Summary found at: [https://itd.sandiegounified.org/it\\_resources/research\\_and\\_evaluation/my\\_school](https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school). Additional data for schools can be found in:

- Illuminate
- California Dashboard

\* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of the data. Data is organized and reported differently amongst the data sources above.



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Emerson**  
**All Grades Combined**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	271	32.8	286	23.8	200	30.0	192	32.3	188	26.6	-6.2	-5.7	273	24.9	277	27.8	206	30.6	196	29.6	195	16.4	-8.5	-13.2
<b>Female</b>	124	38.7	134	29.1	100	36.0	100	36.0	97	27.8	-10.9	-8.2	124	29.8	134	26.9	100	27.0	103	29.1	99	12.1	-17.7	-17.0
<b>Male</b>	147	27.9	152	19.1	100	24.0	92	28.3	91	25.3	-2.6	-3.0	149	20.8	143	28.7	106	34.0	93	30.1	96	20.8	0.0	-9.3
<b>African American</b>	10	30.0	14	7.1	6	-	2	-	7	-	-	-	10	20.0	13	23.1	6	-	3	-	7	-	-	-
<b>Asian</b>	1	-	1	-	0	-	0	-	1	-	-	-	1	-	1	-	0	-	0	-	1	-	-	-
<b>Filipino</b>	3	-	3	-	2	-	0	-	0	-	-	-	3	-	3	-	3	-	0	-	0	-	-	-
<b>Hispanic</b>	252	31.7	252	22.6	183	29.0	183	32.8	177	26.6	-5.1	-6.2	254	23.2	244	26.2	188	29.3	185	30.3	184	16.3	-6.9	-14.0
<b>Native American</b>	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	1	-	0	-	-	-
<b>Pacific Islander</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>White</b>	2	-	4	-	2	-	2	-	0	-	-	-	2	-	4	-	2	-	2	-	0	-	-	-
<b>Multiracial</b>	2	-	11	36.4	7	-	5	-	3	-	-	-	2	-	11	36.4	7	-	5	-	3	-	-	-
<b>English Learner</b>	147	9.5	159	5.7	128	16.4	117	14.5	92	7.6	-1.9	-6.9	151	12.6	151	15.2	134	20.9	122	14.8	97	2.1	-10.5	-12.7
<b>English-Speaking</b>	124	60.5	127	46.5	72	54.2	75	60.0	96	44.8	-15.7	-15.2	122	40.2	126	42.9	72	48.6	74	54.1	98	30.6	-9.6	-23.5
Reclassified†	79	68.4	79	49.4	44	52.3	44	75.0	48	54.2	-14.2	-20.8	78	39.7	79	38.0	44	54.5	43	69.8	50	38.0	-1.7	-31.8
Initially Eng. Speaking	45	46.7	48	41.7	28	57.1	31	38.7	48	35.4	-11.3	-3.3	44	40.9	47	51.1	28	39.3	31	32.3	48	22.9	-18.0	-9.4
<b>Econ. Disadv.*</b>	264	31.8	280	23.6	195	29.7	184	32.6	182	26.4	-5.4	-6.2	266	25.2	271	27.3	201	30.3	188	30.3	189	16.4	-8.8	-13.9
<b>Non-Econ. Disadv.</b>	7	-	6	-	5	-	8	-	6	-	-	-	7	-	6	-	5	-	8	-	6	-	-	-
<b>Gifted</b>	57	56.1	52	46.2	19	36.8	8	-	3	-	-	-	57	49.1	51	51.0	19	57.9	8	-	3	-	-	-
<b>Not Gifted</b>	214	26.6	234	18.8	181	29.3	184	32.1	185	25.9	-0.7	-6.2	216	18.5	226	22.6	187	27.8	188	28.7	192	15.6	-2.9	-13.1
<b>With Disabilities</b>	32	12.5	44	0.0	27	0.0	30	6.7	19	0.0	-12.5	-6.7	32	0.0	43	4.7	28	3.6	30	3.3	19	5.3	5.3	2.0
<b>WO Disabilities</b>	239	35.6	242	28.1	173	34.7	162	37.0	169	29.6	-6.0	-7.4	241	28.2	234	32.1	178	34.8	166	34.3	176	17.6	-10.6	-16.7
<b>Homeless</b>	39	17.9	37	32.4	22	27.3	33	27.3	45	31.1	13.2	3.8	39	12.8	34	23.5	22	18.2	34	20.6	36	27.8	15.0	7.2
<b>Foster</b>	6	-	2	-	1	-	0	-	1	-	-	-	6	-	1	-	1	-	0	-	1	-	-	-
<b>Military</b>	8	-	3	-	3	-	3	-	2	-	-	-	8	-	3	-	4	-	3	-	0	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.





**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Emerson**  
**Grade 3**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	76	28.9	74	17.6	71	23.9	0	-	61	14.8	-14.1	-	77	31.2	74	41.9	74	31.1	61	41.0	64	12.5	-18.7	-28.5
Female	43	39.5	33	9.1	34	29.4	0	-	36	16.7	-22.8	-	43	37.2	34	29.4	34	29.4	38	47.4	37	8.1	-29.1	-39.3
Male	33	15.2	41	24.4	37	18.9	0	-	25	12.0	-3.2	-	34	23.5	40	52.5	40	32.5	23	30.4	27	18.5	-5.0	-11.9
African American	1	-	3	-	1	-	0	-	4	-	-	-	1	-	3	-	1	-	0	-	4	-	-	-
Asian	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	2	-	0	-	0	-	0	-	0	-	-	-	2	-	0	-	1	-	0	-	0	-	-	-
Hispanic	69	26.1	68	16.2	67	25.4	0	-	57	15.8	-10.3	-	70	25.7	69	42.0	69	31.9	60	40.0	60	13.3	-12.4	-26.7
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	2	-	1	-	0	-	0	-	0	-	-	-	2	-	1	-	0	-	0	-	0	-	-	-
Multiracial	2	-	1	-	3	-	0	-	0	-	-	-	2	-	0	-	3	-	0	-	0	-	-	-
English Learner	57	15.8	56	3.6	56	17.9	0	-	35	5.7	-10.1	-	58	17.2	55	30.9	59	27.1	30	10.0	37	2.7	-14.5	-7.3
English-Speaking	19	68.4	18	61.1	15	46.7	0	-	26	26.9	-41.5	-	19	73.7	19	73.7	15	46.7	31	71.0	27	25.9	-47.8	-45.1
Reclassified†	5	-	7	-	6	-	0	-	6	-	-	-	5	-	8	-	6	-	20	85.0	7	-	-	-
Initially Eng. Speaking	14	57.1	11	36.4	9	-	0	-	20	20.0	-37.1	-	14	64.3	11	54.5	9	-	11	45.5	20	20.0	-44.3	-25.5
Econ. Disadv.*	75	28.0	74	17.6	68	25.0	0	-	59	15.3	-12.7	-	76	30.3	74	41.9	71	32.4	61	41.0	62	12.9	-17.4	-28.1
Non-Econ. Disadv.	1	-	6	-	3	-	0	-	2	-	-	-	1	-	6	-	3	-	8	-	2	-	-	-
Gifted	13	46.2	11	36.4	1	-	0	-	3	-	-	-	13	46.2	11	72.7	1	-	8	-	3	-	-	-
Not Gifted	63	25.4	63	14.3	70	22.9	0	-	61	14.8	-10.6	-	64	28.1	63	36.5	73	30.1	61	41.0	64	12.5	-15.6	-28.5
With Disabilities	10	10.0	10	0.0	11	0.0	0	-	5	-	-	-	10	0.0	9	-	12	0.0	7	-	5	-	-	-
WO Disabilities	66	31.8	64	20.3	60	28.3	0	-	56	16.1	-15.7	-	67	35.8	65	46.2	62	37.1	54	44.4	59	13.6	-22.2	-30.8
Homeless	11	9.1	8	-	10	30.0	0	-	20	20.0	10.9	-	11	9.1	8	-	10	20.0	16	31.3	16	6.3	-2.8	-25.0
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	5	-	0	-	1	-	0	-	1	-	-	-	5	-	0	-	2	-	0	-	0	-	-	-

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† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Emerson**  
**Grade 4**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	68	33.8	78	30.8	60	36.7	0	-	61	31.1	-2.7	-	70	38.6	72	33.3	62	40.3	81	24.7	64	25.0	-13.6	0.3
<b>Female</b>	30	36.7	43	41.9	28	39.3	0	-	30	30.0	-6.7	-	31	35.5	42	33.3	28	25.0	44	15.9	31	19.4	-16.1	3.5
<b>Male</b>	38	31.6	35	17.1	32	34.4	0	-	31	32.3	0.7	-	39	41.0	30	33.3	34	52.9	37	35.1	33	30.3	-10.7	-4.8
<b>African American</b>	3	-	3	-	2	-	0	-	1	-	-	-	3	-	3	-	2	-	1	-	1	-	-	-
<b>Asian</b>	1	-	0	-	0	-	0	-	1	-	-	-	1	-	0	-	0	-	0	-	1	-	-	-
<b>Filipino</b>	1	-	2	-	0	-	0	-	0	-	-	-	1	-	2	-	0	-	0	-	0	-	-	-
<b>Hispanic</b>	63	31.7	67	26.9	56	39.3	0	-	56	30.4	-1.3	-	65	38.5	61	26.2	58	41.4	76	26.3	59	23.7	-14.8	-2.6
<b>Native American</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Pacific Islander</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>White</b>	0	-	2	-	1	-	0	-	0	-	-	-	0	-	2	-	1	-	0	-	0	-	-	-
<b>Multiracial</b>	0	-	4	-	1	-	0	-	3	-	-	-	0	-	4	-	1	-	4	-	3	-	-	-
<b>English Learner</b>	38	10.5	47	8.5	39	25.6	0	-	28	3.6	-6.9	-	41	17.1	42	14.3	41	29.3	61	23.0	30	0.0	-17.1	-23.0
<b>English-Speaking</b>	30	63.3	31	64.5	21	57.1	0	-	33	54.5	-8.8	-	29	69.0	30	60.0	21	61.9	20	30.0	34	47.1	-21.9	17.1
Reclassified†	17	70.6	17	64.7	13	76.9	0	-	21	71.4	0.8	-	17	76.5	16	56.3	13	76.9	7	-	22	54.5	-22.0	-
Initially Eng. Speaking	13	53.8	14	64.3	8	-	0	-	12	25.0	-28.8	-	12	58.3	14	64.3	8	-	13	23.1	12	33.3	-25.0	10.2
<b>Econ. Disadv.*</b>	67	34.3	75	29.3	60	36.7	0	-	59	30.5	-3.8	-	69	39.1	69	30.4	62	40.3	74	25.7	62	24.2	-14.9	-1.5
<b>Non-Econ. Disadv.</b>	7	-	3	-	5	-	0	-	2	-	-	-	1	-	3	-	5	-	7	-	2	-	-	-
<b>Gifted</b>	19	52.6	10	30.0	10	50.0	0	-	3	-	-	-	19	78.9	9	-	10	70.0	1	-	3	-	-	-
<b>Not Gifted</b>	49	26.5	68	30.9	50	34.0	0	-	61	31.1	4.6	-	51	23.5	63	31.7	52	34.6	80	23.8	64	25.0	1.5	1.2
<b>With Disabilities</b>	7	-	10	0.0	5	-	0	-	7	-	-	-	7	-	10	10.0	5	-	18	0.0	7	-	-	-
<b>WO Disabilities</b>	61	34.4	68	35.3	55	40.0	0	-	54	35.2	0.8	-	63	42.9	62	37.1	57	42.1	63	31.7	57	28.1	-14.8	-3.6
<b>Homeless</b>	10	20.0	10	20.0	5	-	0	-	13	46.2	26.2	-	10	30.0	8	-	5	-	12	8.3	10	50.0	20.0	41.7
<b>Foster</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Military</b>	3	-	3	-	0	-	0	-	1	-	-	-	3	-	3	-	0	-	1	-	0	-	-	-

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† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Emerson**  
**Grade 5**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	67	29.9	71	22.5	69	30.4	0	-	66	33.3	3.4	-	66	13.6	70	18.6	70	21.4	54	24.1	67	11.9	-1.7	-12.2
<b>Female</b>	31	35.5	30	23.3	38	39.5	0	-	31	38.7	3.2	-	30	23.3	31	19.4	38	26.3	21	23.8	31	9.7	-13.6	-14.1
<b>Male</b>	36	25.0	41	22.0	31	19.4	0	-	35	28.6	3.6	-	36	5.6	39	17.9	32	15.6	33	24.2	36	13.9	8.3	-10.3
<b>African American</b>	5	-	3	-	3	-	0	-	2	-	-	-	5	-	2	-	3	-	2	-	2	-	-	-
<b>Asian</b>	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
<b>Filipino</b>	0	-	1	-	2	-	0	-	0	-	-	-	0	-	1	-	2	-	0	-	0	-	-	-
<b>Hispanic</b>	62	29.0	62	22.6	60	23.3	0	-	64	32.8	3.8	-	61	13.1	61	18.0	61	14.8	49	24.5	65	12.3	-0.8	-12.2
<b>Native American</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Pacific Islander</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>White</b>	0	-	1	-	1	-	0	-	0	-	-	-	0	-	1	-	1	-	2	-	0	-	-	-
<b>Multiracial</b>	0	-	3	-	3	-	0	-	0	-	-	-	0	-	4	-	3	-	1	-	0	-	-	-
<b>English Learner</b>	29	0.0	29	6.9	33	3.0	0	-	29	13.8	13.8	-	29	0.0	29	0.0	34	0.0	31	3.2	30	3.3	3.3	0.1
<b>English-Speaking</b>	38	52.6	42	33.3	36	55.6	0	-	37	48.6	-4.0	-	37	24.3	41	31.7	36	41.7	23	52.2	37	18.9	-5.4	-33.3
<b>Reclassified†</b>	30	60.0	28	35.7	25	40.0	0	-	21	38.1	-21.9	-	29	24.1	28	28.6	25	40.0	16	62.5	21	19.0	-5.1	-43.5
<b>Initially Eng. Speaking</b>	8	-	14	28.6	11	90.9	0	-	16	62.5	-	-	8	-	13	38.5	11	45.5	7	-	16	18.8	-	-
<b>Econ. Disadv.*</b>	66	30.3	69	23.2	67	28.4	0	-	64	32.8	2.5	-	65	13.8	68	19.1	68	19.1	53	24.5	65	12.3	-1.5	-12.2
<b>Non-Econ. Disadv.</b>	7	-	2	-	2	-	0	-	2	-	-	-	1	-	2	-	2	-	1	-	2	-	-	-
<b>Gifted</b>	13	69.2	19	52.6	8	-	0	-	3	-	-	-	13	38.5	19	47.4	8	-	7	-	3	-	-	-
<b>Not Gifted</b>	54	20.4	52	11.5	61	32.8	0	-	63	31.7	11.3	-	53	7.5	51	7.8	62	19.4	47	21.3	64	9.4	1.9	-11.9
<b>With Disabilities</b>	11	9.1	11	0.0	11	0.0	0	-	7	-	-	-	11	0.0	11	0.0	11	0.0	5	-	7	-	-	-
<b>WO Disabilities</b>	56	33.9	60	26.7	58	36.2	0	-	59	37.3	3.4	-	55	16.4	59	22.0	59	25.4	49	26.5	60	11.7	-4.7	-14.8
<b>Homeless</b>	8	-	11	27.3	7	-	0	-	12	33.3	-	-	8	-	10	30.0	7	-	6	-	10	40.0	-	-
<b>Foster</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Military</b>	0	-	0	-	2	-	0	-	0	-	-	-	0	-	0	-	2	-	2	-	0	-	-	-

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† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

## Emerson/Bandini Elementary (San Diego, CA)

### San Diego Unified

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Reporting Year: 2019 ▼

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This report displays the performance level (color) for each student group on all the state indicators.

[Pivot Data by StudentGroups](#)

### Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Red	Red	None	None	Yellow	Yellow
English Learners	Red	Red	None	None	Yellow	Yellow
Foster Youth	None	None	None	None	None	None
Homeless	Orange	Orange	None	None	None	None
Socioeconomically Disadvantaged	Red	Red	None	None	Yellow	Yellow
Students with Disabilities	Red	Red	None	None	None	None
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Red	Red	None	None	Yellow	Yellow

Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

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**APPENDIX E**

**2021-22 SPSA ASSESSMENT AND EVALUATION**

**SCHOOL NAME: EMERSON ELEMENTARY**

**SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820**

**SCHOOL YEAR: 2021-22**

**Goal 1 - Safe, Collaborative and Inclusive Culture**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

The Guidance Assistant will continue to support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Guidance Assistant will work collaboratively with students, parents, teachers, counselor, office staff, support staff and administrators to implement strategies that will decrease chronic absenteeism and suspension rates. When it becomes allowable and recommended, the Guidance Assistant will conduct regular home visits with a certificated or support staff member to ensure that families receive the supports they need to get their children to school every day and on time.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

## Emerson Elementary

### SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						<b>monitoring results, etc.).</b>	
School Counselor - VACANCY, SBB2530533	0.20000	\$21,030.57	30100-1210	Provided counseling, mentoring, coaching, and social-emotional to students.	We needed a counselor to be here 4 days a week, to provide support to all students, staff, and families. The counselor needs to be available for resources for social and emotional support as well as conflict resolution among students.	Finding someone willing to take the contact within only 4 days	N/A



<b>Goal 2 - English Language Arts</b>							
<b>Strategy/Activity 1</b>							
<b>*Strategy/Activity - Description</b>							
<p>The In-School Resource Teacher will support students reading below grade level and students on the cusp of reading at grade level. During monthly PLC's classroom teachers analyze data, and plan for instruction. Resource Teachers will continue to support and collaborate with classroom teachers to impact teacher effectiveness. Resource Teachers will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction).</p>							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Rationale</b>	<b>What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>Modifications based on qualitative and quantitative data.</b>
Inschool Resource Tchr -	0.90000	\$121,264.04	30100-1109	The In-School Resource Teacher will support students reading	The resource teacher was able to support our upper grades students in 3 <sup>rd</sup> -5 <sup>th</sup> . She pulled	Ms. Washington focused on students who were almost at grade level leaving little time to focus	This year, the IRT will focus on students who are furthest behind and will pull data to

## Emerson Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				below grade level and students on the cusp of reading at grade level.	small groups and pushed into classrooms.	on students who were farther behind.	form groups for the push-in and pull-out models.
Inschool Resource Tchr -	0.10000	\$13,473.79	30106-1109	The In-School Resource Teacher will support students reading below grade level and students on the cusp of reading at grade level.	The IRT provided support in grades 3 <sup>rd</sup> -6 <sup>th</sup> . She is able to look at data and pull students for push-in or pull-out models.	Our data showed those students far behind grade level made less growth because less time was spent with them with reading support.	This year, the IRT will focus on students who are furthest behind and will pull data to form groups for the push-in and pullout models

### Strategy/Activity 2

**\*Strategy/Activity - Description**

Supplemental instructional materials and software licenses for ELA for reading intervention  
 RAZ-Kids: Grade level appropriate instructional materials that build and enhance necessary skills for effective reading.  
 Reading Plus: Independent reading intervention tool that builds reading skills, speed and fluency.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and	Modifications based on qualitative and quantitative data.

## Emerson Elementary

### SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<b>assessments, pre/post test, progress monitoring results, etc.).</b>	<b>quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	
Supplies		\$53,614.00	30100-4301	Software/Licences and instructional supplies to support students' reading intervention.	Software licenses were purchased to support reading interventions, students were able to log on and practice reading skills through engaging programs.		N/a

<b>Goal 3 - Mathematics</b>							
<b>Strategy/Activity 1</b>							
<b>*Strategy/Activity - Description</b>							
We will continue to support English Language Learners in math achievement by continuing to examine their needs during the biweekly professional learning community. This work will focus on common tasks and the development of intervention lessons to meet the independent needs for our English Learners.							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Rationale</b>	<b>What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>Modifications based on qualitative and quantitative data.</b>
Supplies		\$35,600.00	30106-4301	Purchase books and reading materials for Title 1 students. Purchase required Benchmark	Books were purchased for students to have access to a variety of guided reading	Books were delivered late in the year, not all books were available.	All books are in and available to students.

## Emerson Elementary

### SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				Advance consumable curriculum.	and independent reading books.		
Interprogram Svcs/VAPA		\$45,432.00	30106-5738	Release time for teachers and resource teachers to meet and monitor student progress on goals. To release teachers for PLC and teacher planning and collaboration	Students are given the opportunity to experience different forms of visual arts through standard based lessons.	N/A	N/A

<b>Goal 7 - Family Engagement</b>							
<b>Strategy/Activity 1</b>							
<b>*Strategy/Activity - Description</b>							
To maintain a connection to families the administration will host monthly Family Friday events.							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Rationale</b>	<b>What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>Modifications based on qualitative and quantitative data.</b>
Other Nonclsrn PARAS Hrly		\$1,200.47	30103-2955	Child care and translation services during parent meetings.	Classified staff was able to provide support in all areas and paid hourly for their services.	N/A	N/A
Inservice supplies		\$1,784.00	30103-4304	Supplies and materials for parent	Purchasing supplies for parents to participate in all	N/A	N/A

**Emerson Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				engagement and meetings.	meetings. Parents appreciated any support or supplies to elevate engagement at meetings.		
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What are my leadership strategies in service of the goals?

**SCHOOL NAME: EMERSON ELEMENTARY**

**SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800**

**SCHOOL YEAR: 2021-22**

**Goal 1 - Safe, Collaborative and Inclusive Culture**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

The Guidance Assistant will continue to support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Guidance Assistant will work collaboratively with students, parents, teachers, counselor, office staff, support staff and administrators to implement strategies that will decrease chronic absenteeism and suspension rates. When it becomes allowable and recommended, the Guidance Assistant will conduct regular home visits with a certificated or support staff member to ensure that families receive the supports they need to get their children to school every day and on time.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.



## Emerson Elementary

### SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

						<b>monitoring results, etc.).</b>	
Guidance Asst - Vacancy, SBB2528645	0.75000	\$51,965.08	09800-2404	Guidance Assistant will support student's social and emotional well-being and needs. In addition, the Guidance Assistant will work collaboratively with students, parents, and staff to implement strategies that will decrease chronic absenteeism and suspension rates.	The Guidance Assistant provided support with low-level behavior and attendance issues.	We were not able to hire a Guidance Assistant, we had several different staff members and subs filling the role. A more consistent one would have been more helpful.	We need to hire a Guidance Assistant to have consistency.

<b>Goal 3 - Mathematics</b>							
<b>Strategy/Activity 1</b>							
<b>*Strategy/Activity - Description</b>							
We will continue to support English Language Learners in math achievement by continuing to examine their needs during the biweekly professional learning community. This work will focus on common tasks and the development of intervention lessons to meet the independent needs for our English Learners.							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Rationale</b>	<b>What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>Modifications based on qualitative and quantitative data.</b>
Supplies		\$13,839.00	09800-4301	Supplemental Instructional materials to support our at risk unduplicated students. these	Based on the progress reports and data, students made progress when the supplies and supplemental	We need to make sure we are using all available supplemental materials.	Make sure materials are available and are being used.

**Emerson Elementary** SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				materials will help students in reaching grade level standards.	instructional material were available.		

**Goal 4- Supporting English Learners**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Grade level teams will examine and improve the implementation of the designated ELD component of the Benchmark Advance curriculum. Teachers will work during their PLC's and look at student sub-groups specifically EL's and identify their needs and explore strategies to accelerate academic progress for LTEL students. We will be using Benchmark Advance Curriculum to support our integrated ELD. The library assistant provides students additional access to leveled reading materials.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Library Asst - Mateo, Kitty	0.20000	\$11,620.16	09800-2231	library assistant provides students additional access to leveled reading materials	Our Library Assistant provided read aloud and other reading time activities.	Our library is not ready, we are missing shelves and books have not been organized.	We are hoping to have the library up and running by early October 2022.

## Emerson Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

### Strategy/Activity 2

**\*Strategy/Activity - Description**

To support the reclassification of English Learners, the site will implement the ELPAC

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Retired NonClrm Tchr Hrly		\$10,000.53	09800-1986	Retired teacher supports with ELPAC testing	All new EL students were tested within our mandated time.	No problems	N/A

What are my leadership strategies in service of the goals?