

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Emerald STEAM Magnet Middle School	37-67991-6037626	October 3, 2019	October 22, 2019

Purpose and Description

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

Comprehensive Support and Improvement

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Emerald Middle School focuses on implementing a multi-tiered system of support for our students in need. This includes implementing a robust system of positive behavior intervention and supports, developing an alternative learning experience for students who struggle with behavior and academics across our comprehensive campus and developing a consistent and effective response to intervention program with an emphasis on reading intervention.

To meet the English language arts needs of all students across the curriculum Emerald Middle School will provide targeted professional learning opportunities for all staff aimed at developing literacy across the curriculum. Teachers will implement visible learning strategies, focus on language acquisition and literacy development in all content areas, and effectively use of technology to enhance instruction. Teachers will be offered high-quality professional development, sufficient instructional supplies, and technology to ensure learning activities are rigorous and appropriately aligned to CCSS. Lessons will be engaging and will support student learning and growth. A school-wide focus of aligning instructional activities to students strengths, interests, and values will be maintained as we prepare our students for the World of Work. ELA and Math CAASPP results will show a 3-5% increase in all domains on the Spring 2020 assessment. This, in turn, will result in students being more prepared for college and career success and provide them with strategies for problem-solving and collaborating in the real world.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components 3
 - Data Analysis 3
 - Surveys 3
 - Classroom Observations..... 3
 - Analysis of Current Instructional Program..... 4
- Stakeholder Involvement 9
- Resource Inequities 11
- School and Student Performance Data 12
 - Student Enrollment..... 12
 - CAASPP Results..... 14
 - ELPAC Results 18
 - Student Population 21
 - Academic Performance 22
 - Academic Engagement 28
 - Conditions & Climate..... 30
- Goals, Strategies, & Proposed Expenditures..... 32
 - Goal 1..... 32
 - Goal 2..... 40
 - Goal 3..... 44
 - Goal 4..... 48
- Budget Summary 51
 - Budget Summary 51
 - Other Federal, State, and Local Funds 51
- Budgeted Funds and Expenditures in this Plan..... 52
 - Funds Budgeted to the School by Funding Source..... 52
 - Expenditures by Funding Source 52
 - Expenditures by Budget Reference 52
 - Expenditures by Budget Reference and Funding Source 52
 - Expenditures by Goal..... 53
- School Site Council Membership 54
- Recommendations and Assurances 55

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

In order to increase parent involvement in the LCAP development process for the 2019-2020 school year, all ELAC committees reviewed goals and data, to provide feedback on the LCAP. Due to this additional feedback opportunity, parents of EL students were better represented in the LCAP development process.

CVUSD Parent Connect Blog continued to provide weekly updates on school/district events and programs.

100% of parents had the opportunity to provide input on the quality of the program and learning environment through the annual parent survey. This year parents, including parents of unduplicated students and students with disabilities, had the opportunity to take the Gallup Parent Survey. The results will serve as baseline data to inform focus and track improvement.

Cajon Valley Union School District uses two different assessments to measure school safety and connectedness, 1) the Gallup Student Poll and 2) the California Healthy Kids Survey. The CHKS was administered in the 2019-2020 school year and includes grade levels 5th and 7th-grade students at all Cajon Valley Sites. Our Gallup Student poll is administered annually and includes grade levels ranging between 5-8 at all Cajon Valley Sites.

Our site School to Community Committee will survey parents to learn more about how they prefer to receive home-school communication and what type of school events and parent involvement activities they would like to see at Emerald. In addition, all of our students are invited to participate in surveys that measure their feelings of safety and connection at school so that we may better meet their individual needs.

Classroom Observations

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

Teacher evaluation system includes classroom walkthroughs and data collection with consistent, targeted feedback. In addition, teachers work with administrator to set goals to match their individual needs and strengths and teachers who are new and need more support work closely with administrator and instructional through coaching cycles. Following professional development specific to English Learners, an administrator observes and provides targeted feedback on implementation of the instructional strategies learned during the professional learning.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

For the 2018 - 2019 school year, a universal assessment calendar was implemented across all sites in the district. The purpose of this calendar is to set site and district expectations for all students on common assessments that can help support all staff in modifying instruction and improving student achievement.

After analysis of the California Accountability dashboard, we found that our students overall are in the orange category for ELA and Math. In order to better prepare students and staff, we implemented CAASPP Interim Assessments across the school site. Teachers were given time to implement, preview tests, and analyze data in order to better prepare themselves and their students for the rigor and test format of the end of year summative tests. In addition, we utilized the target data reports released through CAASPP, in order to better analyze summative results for year-long planning.

Professional learning through release and collaboration was provided to all staff to implement these assessments as well as look at the data as appropriate. The administration was provided 1:1 data meetings as needed to support in data analysis to better inform site spending and student improvement decisions.

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

In addition to more formal common assessments, teachers are provided numerous resources to formatively assess in order to modify instruction. Our goal in assessment is to have a well-balanced system that combines both common assessments and formative assessments to best meet teacher and student need.

Personalized programs such as Achieve 3000 and ST Math are provided to all students that collect data as well as provide focused instruction based on student need. All students are provided a Chromebook in order to ensure access to online curriculum programs and assessment. In addition to our personalized programs, our adopted curriculum also has print/online assessments readily available to support all staff in making educated instructional decisions.

As mentioned above, teachers are provided release time in order to provide time to analyze data and make these essential decisions. The administration was provided 1:1 data meetings as needed to support in data analysis to better inform site spending and student improvement decisions.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are required to meet the state requirements for the subject(s) they teach as established by the California Commission on Teacher Credentialing.

Teachers teaching single subjects have a single subject credential in that content area or a single subject supplemental authorization.

Any teacher teaching designated ELD has a CLAD or BLAD certification.

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

All teachers have access to instructional materials training through initial adoption training, digital badging, and academies. All teachers have access to CCSS-aligned materials in mathematics as evidenced by an annual board resolution of instructional material sufficiency. All students, including English Language Learners, are provided instruction in state board adopted standards in Mathematics, History, and Science as evidenced by classroom observations and interim/formative assessment indicators.

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

Three days of required professional learning aligned to professional needs to be completed throughout the year.

Digital Badges aligned to Common Cores State Standards and based on District data analysis of student progress

Cajon Valley Academies aligned to needs and outcomes of CAASPP, CA Dashboard, ELPAC, and local assessment data

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

Instructional Coaches
Professional Development Academies (Summer, Winter, Spring)
Digital Badging
Instructional Program Facilitators (Mathematics, English Language Arts, Science, Technology, World of Work, English Language Development)

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

Teachers collaborate weekly by subject or grade level for one hour due to a minimum day schedule each Monday
Grade level/Subject release collaboration: Monthly for 2.5 hours

Teaching and Learning

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

Current district adopted materials in Language Arts are aligned to Common Core performance standards. Teachers receive initial and ongoing instructional support of district adoptions

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

We don't have district recommended minutes. Teachers follow recommendations and pacing from the teacher's guide.
30 minutes of Designated ELD for all English Learners.

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

Teachers have the flexibility of pacing instruction to meet the needs of their students based on formative and benchmark assessment data. Student intervention is provided at the site level through specialized instruction inside and outside the classroom. Some sites also offer before and/or after school intervention for students.

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

100% of students have access to CCSS-aligned materials in mathematics as evidenced by annual board resolution of instructional material sufficiency. All students, including English Language Learners, are provided instruction in state board adopted standards in Mathematics, History and Science as evidenced by classroom observations and interim/formative assessment indicators. For the 2018-2019 school year, we have transitioned to our newly adopted CCSS ELA/ELD Curriculum

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

Standards-aligned English Language Arts curriculum was adopted in May of 2019 for students in grades K-8. Students in elementary classrooms have access to NatGeo's "Reach for Reading". Students in middle school English classes have access to McGraw Hill's "StudySync" Students in our dual language and bilingual programs, have access to language arts curriculum in both English and Spanish with "Maravillas" and "Wonders" from McGraw Hill publishing. All adopted curriculum contains both English Language Development and intervention components.

All students in grades TK-5 have access to Achieve3000- Smarty Ants Reading Readiness program. All students in grades 2-8 have access to Achieve3000- KidBiz or TeenBiz close reading, non-fiction programs.

Opportunity and Equal Educational Access

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

Current adoptions for language arts provides instructional support for below, at and above grade level learners.

Adaptable curriculum at all levels provides a variety of reading levels at each grade. (Imagine Learning for English Learners)(ST Math, Go Math, Achieve 3000, KIDBiz, Smarty Ants)

Designated and integrated ELD instruction.

School Counselor at each site.

Community Liaison

English language Facilitators

Instructional Facilitators/Coaches

Evidence-based educational practices to raise student achievement

Number Talks

Problem Solving

Guided Language Acquisition and Design Strategies

Three Reads

Metacognition

Small Group Instruction

Reading Comprehension

Parental Engagement

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

Parents participate in our site Distributed Leadership Teams.

LCAP Parent Involvement - The Community Liaison encourages parents to attend and participate in our District Level LCAP meetings, working to involve 1-3 parent representatives.

Welcoming at Arrival and Dismissal times - The Community Liaison helps school staff develop relationships with parents before and after school to increase students' academic and social-emotional development.

Newcomer Welcome Meetings - The Community Liaison attempts to meet with every family who are newcomers to the United States.

Parent University - The Community Liaison co-facilitates, with counselors, a free parent education 6 times a year at which parents learn and practice parenting strategies.

Parent Workshops - The Community Liaison provides hour-long workshops throughout the day for parents in Arabic, Spanish, Farsi, and English. These workshops offer a variety of subjects that were generated from parent input.

Positive Home Visits - Recognized as a high impact strategy for family engagement, the Community Liaisons, and teachers develop meaningful relationships between teachers, parents, and students by participating in positive home visits.

Coffee with the Principal - The Community Liaison hosts parent meetings with the principal and school staff to build relationships and enhance student academics and social-emotional well being.

Bagels with the Counselors - The Community Liaison hosts parent meetings with the principal and school staff to build relationships and enhance student academics and social-emotional well being.

Parent Survey Support and Encouragement - In an effort to increase feedback on our GALLUP parent surveys, the Community Liaison works diligently to boost parent participation with various engagement strategies.

Enrollment/Re-enrollment - The Community Liaison removes barriers for parents during enrollment/re-enrollment of their children, especially those that have language or technologically barriers.

Interpretation/Translation Support - The Community Liaison provides parents and school personnel with assistance in communicating with parents of various languages, through either verbal or written communications.

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

Parents were formally involved in various committees to both learn about, provide input and make decisions during ELAC, DELAC, and SSC. Informally, the community liaison scheduled parent meetings as needed and held events like "Coffee with the Principal" to get additional feedback from the community. See stakeholder involvement for further engagement.

Funding

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

Adaptive Curriculum (ST Math, Smarty Ants, ILE, Achieve 3000, Go Math)
Before School Strategic Intervention
Special Education Classified Assistants
Support Teachers
English Learner Development Assistants
School Counselors
English Language Facilitator
Community Liaison
Instructional Facilitator/Coache
Professional Development: ELD, Math, NGSS, English Language Arts, MTSS, PBIS, SEL,
Personalized Learning

Fiscal support (EPC)

Title I, II, III, IV
Supplemental Concentration
Grants: CalNew, Kaiser, Webster

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Meaningful engagement of parents, pupils, and other stakeholders, including those representing subgroups that attend our school is critical to the annual School Plan for Student Achievement (SPSA) and budget allocation process. Our site utilizes student outcome data to drive our decisions and in determining our educational programs, professional learning opportunities and when considering supplemental curriculum. The following stakeholders are part of the SPSA development:

1. The English Learner Advisory Committee (ELAC): This committee meets multiple times throughout the year, and each meeting provides an opportunity to gather input meeting for the SPSA development this year.

The ELAC provides a focus on both designated and integrated language opportunities for English learners (ELs). The charge is to support our site in improving language acquisition skills for all levels of ELs. The process used to generate their engagement is a data analysis protocol. English Learner data is analyzed for areas of growth and of need. The language acquisition process is addressed in two ways, through designated language opportunities where language acquisition is the focus and in integrated language opportunities where access to content standards is the focus through scaffolds and strategies.

ELAC confirms that our language development program addresses the needs of the students and are given the opportunity to ask questions and provide input from their child's experiences. Suggestions provide the opportunity to make adjustments as needed to align accelerated language acquisition opportunities for our ELs. Information from this meeting was shared with School Site Council and used in the final development of the SPSA prior to approval of the plan.

2. The School Site Council (SSC): This committee meets multiple times throughout the year, and each meeting is used to accumulate input for the development of the SPSA. The SSC meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. The site focus is to leverage competency-based instruction to engage students in the learning process, nurture their strengths & interests, help them find their role in their community and secure a path toward it. This is accomplished through a continuous site improvement focus where data is analyzed by sub-groups. Site data is analyzed for areas of growth and of need. There are three outcomes considered when reviewing our SPSA:

- A. We retain “actions” that show student growth
- B. We refine an “action” that shows minimal growth, but progress
- C. We eliminate an “action” and replace it with a different way of approaching the need

Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

3. The Distributed Leadership Teams: These teams meet multiple times throughout the year, but the meeting on May 14, 2019 was the accumulating input meeting. The Distributed Leadership Team is made up of representative from each stakeholder represented at the school, followed by regular leveled collaboration opportunities with the group they represent. As with the SSC, these meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. The charge is to support our site improvement focus, based on the particular needs of a given level or sub-group of students through collaborating as a whole site and then by leveled teams. The focus starts with celebrating successes, program monitoring, and then focusing on next steps. As a site, we develop a continuum through the development of “Actions” based on the “next steps” (focus areas) of each level. These focus areas are then taken back to the grade/subject level group and through collaboration, each level improves instruction, develops student opportunities or requests professional learning to build capacity.

The Distributed Leadership Team strengthens the development of personalized learning for students and allows for personalized professional learning for staff as well. Professional Learning (PL) brings our Instructional Model to life as teachers become proficient in facilitating Modern Learning. Our competency-based PL integrates with district-level metrics and supports our teacher’s success through coaching & cohorts. Our goal is to create a culture of educators that are empowered to deliver relevant learning experiences for our students while considering the personalized needs of students. The focus on analyzing data by level, builds capacity among staff. The process used to generate staff engagement is through the data analysis protocol. Site data is analyzed for areas of growth through a Data Analysis process. Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

4. A Title I meeting: This meeting was held on August 28, 2019 and information was shared with SSC as they developed and approved the SPSA. This meeting is held to provide a focus of overall academic and social-emotional welfare for all students who have not yet reached proficiency or are at risk of not meeting proficiency. The Title I meeting is an additional opportunity for parents and the community to provide input into the SPSA development. As with ELAC and SSC, our site data is shared, the site programs are discussed and an opportunity to ask questions and share ideas is provided.

Resource Inequities

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

California Dashboard analysis indicates that Emerald Middle School's Suspension Rates and Chronic Absenteeism are area that required focus and remediation. This will be supported directly in strategic development of an alternative learning center that meets the social emotional and academic needs of students who struggle with learning and/or behavior and serves as an alternative to out of school suspension. Social and emotional connections are not being consistently made with all students resulting in chronic absenteeism and an increasing suspension rate. To improve reduce the suspension rate and improve attendance, the administrative and counseling teams will work with staff to implement PBIS and Restorative practices. Adopting a PBIS framework and restorative practices changes the focus of discipline from punishment of negative behaviors to recognition of positive ones. The social-emotional connection that teachers build with students through PBIS helps to build a positive school climate. Students who see school as a positive place to be are more apt to attend regularly. The CSI team will collect data consistently to measure progress and make decisions.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.2%	0.16%	%	1	1	
African American	8.4%	8.68%	9.52%	45	55	56
Asian	2.1%	1.89%	2.04%	11	12	12
Filipino	0.9%	1.26%	1.02%	5	8	6
Hispanic/Latino	27.6%	27.76%	29.08%	148	176	171
Pacific Islander	0.6%	0.47%	0.51%	3	3	3
White	57.4%	55.52%	52.72%	308	352	310
Multiple/No Response	1.7%	2.68%	3.06%	9	17	18
Total Enrollment				537	634	588

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 6	173	247	172
Grade 7	193	181	230
Grade 8	171	206	186
Total Enrollment	537	634	588

Conclusions based on this data:

- Emerald's enrollment has decreased by 46 students between the 2016-2017 school year and the 2017-2018 school year.
- The largest sub group decrease has been in our white subgroup with a loss of 42 students in the past year.
- Grade 6 class during 2018-2019 is the smallest class at 172 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	184	236	229	34.3%	37.2%	38.9%
Fluent English Proficient (FEP)	187	192	177	34.8%	30.3%	30.1%
Reclassified Fluent English Proficient (RFEP)	29	14	13	17.8%	7.6%	5.5%

Conclusions based on this data:

1. Emerald's English Learner population continues to grow at a rate of 2-3% each year, from 34% to 39% over the last three years.
2. Students who enter as Fluent English Proficient have remained fairly stable at around 30%.
3. The percentage of students who have reclassified has significantly dropped from 17.8 % in 2016-2017 to 5.5 % in 2018-2019.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	197		182	162		180	162		180	82.2		98.9
Grade 7	210		234	183		233	183		233	87.1		99.6
Grade 8	195		189	163		186	163		186	83.6		98.4
All Grades	602		605	508		599	508		599	84.4		99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2459.		2458.	3.09		5.56	24.07		21.67	24.07		20.00	48.77		52.78
Grade 7	2471.		2491.	7.10		5.58	17.49		23.18	21.31		27.47	54.10		43.78
Grade 8	2522.		2509.	4.91		4.30	33.13		29.03	26.38		25.81	35.58		40.86
All Grades	N/A	N/A	N/A	5.12		5.18	24.61		24.54	23.82		24.71	46.46		45.58

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	6.17		8.94	45.68		35.20	48.15		55.87	
Grade 7	8.74		8.15	39.34		41.63	51.91		50.21	
Grade 8	14.72		11.83	43.56		46.24	41.72		41.94	
All Grades	9.84		9.53	42.72		41.14	47.44		49.33	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	9.88		8.38	33.95		37.43	56.17		54.19
Grade 7	13.66		14.59	31.15		46.78	55.19		38.63
Grade 8	14.72		8.06	48.47		48.92	36.81		43.01
All Grades	12.80		10.70	37.60		44.65	49.61		44.65

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	6.79		7.82	58.64		52.51	34.57		39.66
Grade 7	8.20		7.30	43.72		60.09	48.09		32.62
Grade 8	7.98		10.22	66.26		56.45	25.77		33.33
All Grades	7.68		8.36	55.71		56.69	36.61		34.95

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	12.96		8.94	44.44		49.16	42.59		41.90
Grade 7	12.02		15.45	36.61		44.21	51.37		40.34
Grade 8	12.88		13.44	50.92		43.55	36.20		43.01
All Grades	12.60		12.88	43.70		45.48	43.70		41.64

Conclusions based on this data:

- 54% of Emerald students Exceeded, Met, or Nearly Met the overall English Language Arts/Literacy Standard (5% Exceeded, 25% Met, 24% Nearly Met). At every grade level, the Mean Scale Score falls in the mid-range of Standards Nearly Met. This indicates that students require further development to demonstrate the knowledge and skills in English Language Arts/Literacy needed for likely success in entry-level, credit-bearing college coursework after high school. ELA intervention and differentiated instruction are needed to help students improve to Standard Met.
- The Reading claim (demonstrating an understanding of literary & non-fictional texts) continues to be an area for growth as 47% of all students scored below standard. This indicates that the students do not demonstrate an ability to read closely and analytically to comprehend literary and informational texts of moderate complexity. Reading of both fiction and non-fiction text will continue in all core classes. Additional support is needed for struggling students at each grade level.
- Emerald students continued to score highest on Listening, where 64% of students school wide were Above Standard or At/Near Standard in both claims. This indicates that students demonstrate some ability to demonstrate effective communication skills.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	197		182	193		175	193		175	98		96.2
Grade 7	210		234	208		226	208		226	99		96.6
Grade 8	195		189	189		179	189		181	96.9		94.7
All Grades	602		605	590		580	590		582	98		95.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2406.		2420.	1.04		2.86	7.77		8.57	20.73		22.86	70.47		65.71
Grade 7	2418.		2436.	3.85		1.77	8.17		10.62	14.42		24.34	73.56		63.27
Grade 8	2469.		2438.	8.47		1.68	9.52		7.26	17.46		19.55	64.55		71.51
All Grades	N/A	N/A	N/A	4.41		2.07	8.47		8.97	17.46		22.41	69.66		66.55

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	0.52		4.60	20.21		18.39	79.27		77.01
Grade 7	5.77		4.87	14.90		22.12	79.33		73.01
Grade 8	10.58		1.68	21.16		19.55	68.25		78.77
All Grades	5.59		3.80	18.64		20.21	75.76		75.99

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2.07		4.57	25.91		33.71	72.02		61.71
Grade 7	8.17		3.54	23.08		39.82	68.75		56.64
Grade 8	11.11		4.47	24.87		31.28	64.02		64.25
All Grades	7.12		4.14	24.58		35.34	68.31		60.52

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2.59		4.57	35.75		32.57	61.66		62.86
Grade 7	7.21		1.77	42.31		43.36	50.48		54.87
Grade 8	10.05		1.68	32.80		39.66	57.14		58.66
All Grades	6.61		2.59	37.12		38.97	56.27		58.45

Conclusions based on this data:

1. 13% of our students met or exceeded the Math standards. 18% nearly met standard and 70% of our students are below standard in mathematics.
2. Only 13% of students are meeting or exceeding in mathematical performance. This is an area needing critical intervention and support.
3. An area of growth is needed in Concepts and Procedures with 76% of students Below Standard. Using appropriate tools and strategies to solve real world and mathematical problems. This will include amplified focus on problem solving, performance task assessment practice experience and emphasis on functional writing: explaining and justifying answers and ideas every day in mathematics.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1501.9		1501.1		1502.1		88	
Grade 7	1488.6		1482.2		1494.6		64	
Grade 8	1499.0		1501.3		1496.3		69	
All Grades							221	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	22.73		20.45		23.86		32.95		88	
7	*		32.81		*		40.63		64	
8	26.09		24.64		17.39		31.88		69	
All Grades	20.81		25.34		19.00		34.84		221	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	32.95		32.95		13.64		20.45		88	
7	29.69		23.44		20.31		26.56		64	
8	36.23		26.09		*		26.09		69	
All Grades	33.03		28.05		14.93		23.98		221	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		20.45		26.14		46.59		88	
7	*		20.31		*		54.69		64	
8	*		20.29		15.94		50.72		69	
All Grades	9.50		20.36		19.91		50.23		221	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	23.86		46.59		29.55		88	
7	*		51.56		32.81		64	
8	26.09		43.48		30.43		69	
All Grades	22.17		47.06		30.77		221	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	55.68		30.68		13.64		88	
7	48.44		28.13		23.44		64	
8	57.97		20.29		21.74		69	
All Grades	54.30		26.70		19.00		221	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		22.73		70.45		88	
7	*		25.00		65.63		64	
8	23.19		*		65.22		69	
All Grades	12.67		19.91		67.42		221	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		69.32		20.45		88	
7	*		64.06		28.13		64	
8	*		55.07		30.43		69	
All Grades	10.86		63.35		25.79		221	

Conclusions based on this data:

- 67% or 149 out of the 221 EL's at Emerald are reading at a Beginning level, the lowest of all domains. Emerald is not meeting the needs of our English Learners and teachers must provide effective integrated and designated ELD instruction. Professional development in ELD instruction is necessary to meet the needs of Emerald's English Learners.

2. The second lowest domain is Writing with 50% of students scoring at a level 1. Writing needs to be a site wide focus for all students.
3. Grade 6 students scored slightly higher overall on the ELPAC, however reading and writing continues to be lower than other domains.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
634	79.7%	37.2%	0.6%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	236	37.2%
Foster Youth	4	0.6%
Homeless	3	0.5%
Socioeconomically Disadvantaged	505	79.7%
Students with Disabilities	94	14.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	55	8.7%
American Indian	1	0.2%
Asian	12	1.9%
Filipino	8	1.3%
Hispanic	176	27.8%
Two or More Races	10	1.6%
Pacific Islander	3	0.5%
White	352	55.5%

Conclusions based on this data:

1.

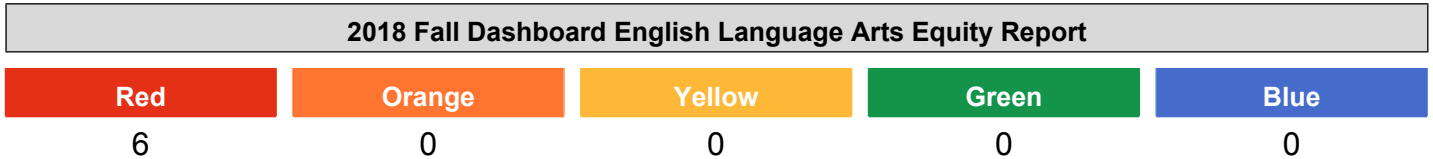
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Red 77.1 points below standard Declined -11.8 points 550 students	<p>English Learners</p>  Red 99.8 points below standard Declined -8 points 328 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<p>Socioeconomically Disadvantaged</p>  Red 82.2 points below standard Declined -16.7 points 473 students	<p>Students with Disabilities</p>  Red 165.7 points below standard Declined -16.2 points 76 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 92 points below standard Declined -11.4 points 42 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 75.4 points below standard Declined -15.7 points 148 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Red 79.2 points below standard Declined -9.6 points 321 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
150.7 points below standard Increased 9.5 points 191 students	28.7 points below standard Declined -6.7 points 137 students	68.8 points below standard Declined -25.5 points 165 students

Conclusions based on this data:

1. There was a decline of nine points or greater in each measurable subgroup. Emerald falls within the Red area for English Language Arts and Mathematics. Emerald Middle School will participate in PLC professional learning to focus on improving student learning outcomes in English Language Arts and Mathematics.
2. ELLs at 150.7 Below Standard and Students with Disabilities at 165.7 points Below Standard require strategic, intentionally differentiated and rigorous instruction. Plans should included professional development in planning and implementing researched based approaches to teaching at risk learners and accountability for implementation.
3. Socioeconomically disadvantaged students declined 16.7 points and students with disabilities declined 16.2 points. Both need strategic, intentionally differentiated and rigorous instruction. These two subgroups declined more than other subgroups.

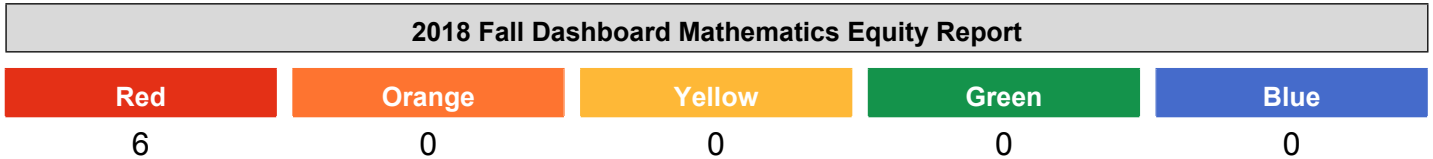
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Red 142.8 points below standard Declined -22.1 points 549 students	<p>English Learners</p>  Red 158.1 points below standard Declined -15.9 points 327 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<p>Socioeconomically Disadvantaged</p>  Red 147.5 points below standard Declined -26.6 points 473 students	<p>Students with Disabilities</p>  Red 236.1 points below standard Declined -32.6 points 77 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 171.2 points below standard Declined -7.1 points 42 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 144.3 points below standard Declined -12.7 points 148 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Red 141.3 points below standard Declined -26.9 points 321 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
196.3 points below standard Increased 4.6 points 190 students	105.1 points below standard Declined -22.5 points 137 students	142.6 points below standard Declined -32.1 points 165 students

Conclusions based on this data:

1. Emerald is red in all subgroups: The three lowest subgroups are African American at 171.2 points below standard, students with disabilities at 236.1 points below standard, and English Learners at 196.3 points below standard. Throughout the year it is important to use a variety of formative and summative assessments to measure progress to guide instruction for those who are at-risk.
2. While there are large disparities among each of the subgroups, a consistent pattern is that English language learners including reclassified English Learner with a decline of 22.5 points continue to score below standard. This data shows a need for focusing on specific interventions and strategies to support our English Learners. It is also important to look at consistent designated ELD.
3. Overall all student groups declined including English only with a decline of 32.1 points falling 142.6 points below standard. Math PLC needs to focus on using data to drive instruction and provide targeted interventions when students are not mastering content.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
221	20.8%	25.3%	19%	34.8%

Conclusions based on this data:

1. In comparison to last year's data less students moved into Somewhat or Moderately Developed status. The ELPAC has proven to be more challenging for our students than the CELDT test and we need to provide appropriate supports to see greater gains and progress in attaining English fluency.
2. 54% of our EL students are at the Beginning or Somewhat Developed level.
3. A large number of ELs fall within the Moderately Developed level. Many of these students are long-term English learners who are still performing below expected growth.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

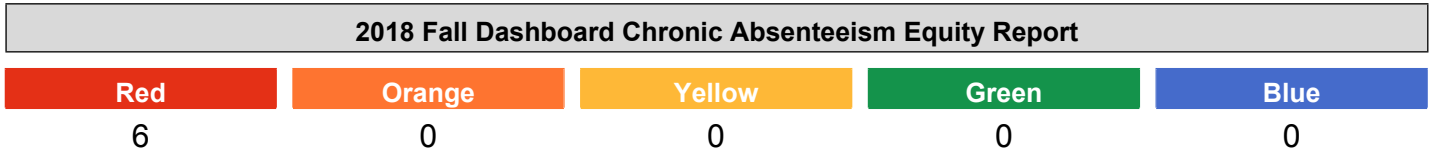
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Red 16.1% chronically absent Increased 6.1% 694 students	<p>English Learners</p>  Red 12.8% chronically absent Increased 4.8% 265 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	<p>Socioeconomically Disadvantaged</p>  Red 15.5% chronically absent Increased 5.9% 599 students	<p>Students with Disabilities</p>  Red 33.3% chronically absent Increased 13.6% 111 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 21.3% chronically absent Increased 6.8% 61 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 18.2% chronically absent Increased 9.1% 11 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 22.1% chronically absent Increased 11.1% 204 students	 No Performance Color 14.8% chronically absent Declined 8.7% 27 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Red 12.5% chronically absent Increased 3.7% 377 students

Conclusions based on this data:

1. The chronic absentee rate increased by 6.1% from the previous year. The school-wide goal is to delete our chronic absenteeism rate by 5%.
2. The Hispanic subgroup has increased by 11.1% in chronic absenteeism at 22.1% of 204 students. It is also significant that our African American subgroup showed an increase of 6.8% or 21.3% of 61 students being chronically absent. We must implement personalized outreach and support.
3. There are students with significant disabilities that are chronically absent. This has resulted in a 13.6% increase from the previous year. Improvement of instructional program and increased access to instruction will improve attendance.

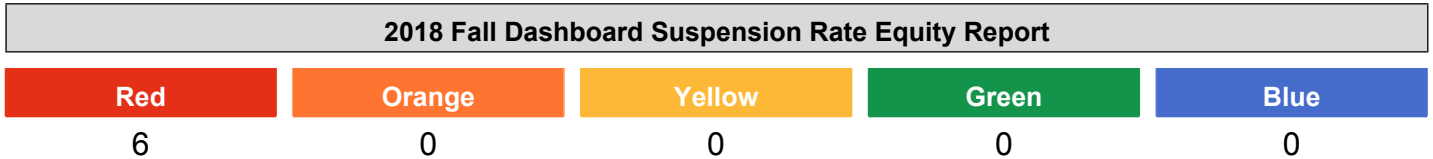
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Red 19.9% suspended at least once Increased 2.9% 733 students	<p>English Learners</p>  Red 21.4% suspended at least once Increased 6.6% 280 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 5 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 9 students	<p>Socioeconomically Disadvantaged</p>  Red 20.9% suspended at least once Increased 3.4% 628 students	<p>Students with Disabilities</p>  Red 28.2% suspended at least once Increased 0.4% 117 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 33.3% suspended at least once Increased 4% 63 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color 27.3% suspended at least once Increased 18.2% 11 students	 No Performance Color Less than 11 Students - Data 9 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 18.8% suspended at least once Increased 5.1% 223 students	 No Performance Color 32.1% suspended at least once Declined -1.2% 28 students	 No Performance Color Less than 11 Students - Data 4 students	 Red 17.8% suspended at least once Increased 1.4% 394 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
13.5% suspended at least once	17% suspended at least once	19.9% suspended at least once

Conclusions based on this data:

1. 33.3% of Emerald's African American students have been suspended at least once. Suspension rates are increasing. This occurs in the absence of a culture that focused on PBIS strategies. Implementing PBIS, and restorative practices are necessary to decrease incidents that result in suspension.
2. The largest increase in suspensions was among our English Learner population with an increase of 6.6%. There is a need to focus climate and culture on embracing Positive Behavior Interventions and Supports (PBIS) with an emphasis on teaching and reinforcing expected behaviors and procedures/routines and positively recognizing students who follow our expectations.
3. Suspensions have risen each year from 14% in 2016, 17% in 2017, to 20% in 2018. Staff needs to be trained in implementing Restorative Practices and in de-escalation strategies, focus on promoting a culture of welcome for students, increase academic support so they are successful in classroom, and implement culturally inclusive curriculum. These strategies are necessary to help decrease our suspension rate.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Access to, and progress in, core academic standards

LEA/LCAP Goal

All students have access to high quality teachers and broad range of educational programs to pursue areas of interest as they prepare for college and career success

Goal 1

Teachers will be current in best practices related to CCCSS, core curriculum, ELD, Special Education, and technology. They will receive relevant professional development on the implementation of common core in all curricular areas, create integrated units across the curriculum, the implementation of technology and the blended learning environment, Co-teaching, and strategies to meet the needs of English Learners and at-risk students in order to increase student achievement and prepare students for college and career success. A variety of enrichment programs, in areas of interest that prepare students for college and career success, will be offered.

All students at Emerald have access to the rigorous relevant core curriculum and make progress on core academic standards. During the 2019-2020 school year, Emerald will increase teacher understanding of ELD strategies and how to use inquiry-based English Language Arts strategies in order to prepare students for college and career. By the end of the year, Emerald will plan, facilitate, document, and evaluate a GLAD or other ELD experience in each ELA classroom and present outcomes to the professional learning teaching team for feedback.

Identified Need

Based on the Annual Measurable Outcomes below and CAASPP data included in this plan teachers need to be provided with resources to support this goal. Students need educational programs that are enriching, personalized, and specialized. Support needs to be provided before, during or after school to meet the various instructional needs of our students. Teachers must meet regularly by subject area and interdisciplinary teams to work toward our vision of creating a collaborative environment that empowers students to be resourceful, independent learners. Using of 21st-century skills and technology, teachers need to collaborate in order to guide students to become creative, critical thinkers who pursue their passions to achieve life skills and educational success. Teachers will collaborate on instructional strategies, share knowledge of effective technology tools, create lesson plans that focus on Common Core standards, analyze assessment results, and share best practices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
6th Grade Assessment: TeenBiz ENGLISH LANGUAGE ARTS (ELA)	Sub-group / (# students) / % at grade level/Lexile All students: 456 Eng. Learners: 350	Sub-group 95% at grade level/Lexile Goal All students: 625 Eng. Learners: 550

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
7th Grade Assessment: TeenBiz ENGLISH LANGUAGE ARTS (ELA)	Sub-group / (# students) / % at grade level/Lexile All students: 502 Eng. Learners: 552	Sub-group 95% at grade level/Lexile Goal All students: 650 Eng. Learners: 700
8th Grade Assessment: TeenBiz ENGLISH LANGUAGE ARTS (ELA)	Sub-group / (# students) / % at grade level/Lexile All students: 599 Eng. Learners: 414	Sub-group 95% at grade level/Lexile Goal All students: 725 Eng. Learners: 600
6th Grade Assessment: IAB Geometry MATHEMATICS 6th Grade Assessment: IAB Ratio & Proportional Relationships MATHEMATICS	% Below/Near/Above Standard Geometry All students (127): 54% / 40% / 4% Hispanic (43): 65% / 32% / 2% Asian (2): N/A African American (13): 30% / 46% / 23% White (61): 52% / 45% / 1% Two or More Races (2): N/A Eng. Learners (51): 76% / 23% / 0% SWD (10): 60% / 40% / 0% Low Income (115): 54% / 41% / 3% % Below/Near/Above Standard Ratio & Proportional Relationships All students (128): 78% / 16% / 4% Hispanic (39): 79% / 15% / 5% Asian (4): 75% / 25% / 0% African American (10): 70% / 20% / 10% White (65): 81% / 13% / 4%	% Below/Near/Above Standard Goal Geometry All students: Increase students near and above standard by 10% Hispanic: Increase students near and above standard by 12% Asian: N/A African American: Increase students near and above standard by 10% White: Increase students near and above standard by 12% Two or More Races: N/A Eng. Learners: Increase students near and above standard by 12% SWD: Increase students near and above standard by 12% Low Income: Increase students near and above standard by 12% % Below/Near/Above Standard Goal Ratio & Proportional Relationships All students: Increase students near and above standard by 12%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Two or More Races (3): 66% / 33% / 0%</p> <p>Eng. Learners (53): 92% / 3% / 3%</p> <p>SWD (11): 90% / 0% / 9%</p> <p>Low Income (119): 79% / 15% / 4%</p>	<p>Hispanic: Increase students near and above standard by 12%</p> <p>Asian: Increase students near and above standard by 12%</p> <p>African American: Increase students near and above standard by 12%</p> <p>White: Increase students near and above standard by 12%</p> <p>Two or More Races: Increase students near and above standard by 12%</p> <p>Eng. Learners: Increase students near and above standard by 12%</p> <p>SWD: Increase students near and above standard by 12%</p> <p>Low Income: Increase students near and above standard by 12%</p>
<p>7th Grade Assessment: IAB Expressions & Equations MATHEMATICS</p>	<p>% Below/Near/Above Standard</p> <p>All students (190): 63% / 34% / 1%</p> <p>Hispanic (52): 51% / 46% / 1%</p> <p>Asian (2): N/A</p> <p>African American (17): 88% / 11% / 0%</p> <p>White (105): 64% / 33% / 1%</p> <p>Two or More Races (5): 100% / 0% / 0%</p> <p>Eng. Learners (66): 75% / 24% / 0%</p> <p>SWD (20): 90% / 10% / 0%</p> <p>Low Income (172): 64% / 33% / 1%</p>	<p>% Below/Near/Above Standard Goal</p> <p>All students: Increase students near and above standard by 12%</p> <p>Hispanic: Increase students near and above standard by 12%</p> <p>Asian: N/A</p> <p>African American: Increase students near and above standard by 12%</p> <p>White: Increase students near and above standard by 12%</p> <p>Two or More Races: Increase students near and above standard by 12%</p> <p>Eng. Learners: Increase students near and above standard by 12%</p> <p>SWD: Increase students near and above standard by 12%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Low Income: Increase students near and above standard by 12%
8th Grade Assessment: IAB Expressions & Equations MATHEMATICS	<p>% Below/Near/Above Standard</p> <p>All students (142): 69% / 30% / 0%</p> <p>Hispanic (35): 77% / 22% / 0%</p> <p>Asian (3): 33% / 66% / 0%</p> <p>African American (11): 81% / 18% / 0%</p> <p>White (84): 67% / 32% / 0%</p> <p>Two or More Races (1): N/A</p> <p>Eng. Learners (45): 86% / 13% / 0%</p> <p>SWD (15): 86% / 13% / 0%</p> <p>Low Income (130): 70% / 29% / 0%</p>	<p>% Below/Near/Above Standard Goal</p> <p>All students: Increase students near and above standard by 12%</p> <p>Hispanic: Increase students near and above standard by 12%</p> <p>Asian: Increase students near and above standard by 12%</p> <p>African American: Increase students near and above standard by 12%</p> <p>White: Increase students near and above standard by 12%</p> <p>Two or More Races: N/A</p> <p>Eng. Learners: Increase students near and above standard by 12%</p> <p>SWD: Increase students near and above standard by 12%</p> <p>Low Income: Increase students near and above standard by 12%</p>
Reclassification Rate (County 14.9%)	Percent Reclassified: 7.6%	Reclassified Goal: Increase percent of students reclassified by 8%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Train staff in effective English Language Development strategies to support implementation of integrated and designated ELD instruction. This may include GLAD training provided to teams,

attendance at District or site professional development offerings, attendance at conferences, and direct colleagues support through instructional coaching, observation and feedback, and teacher release time for observation and planning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3300	Title I PD 5000-5999: Services And Other Operating Expenditures Release Time for GLAD Training
5000	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Release Time/Sub Pay
2000	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Hourly Staff

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will be afforded the opportunity to participate in district professional development and personalized professional learning opportunities throughout the year such as, but not limited to: Strength based instructional coaching, Coding, STEAM Integration, Achieve 3000, World of Work, World of Work Wellbeing, and District approved conferences

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,868	Title I PD 1000-1999: Certificated Personnel Salaries Hourly/Additional Hourly: District Provided Professional Development
8791	Title I PD 5800: Professional/Consulting Services And Operating Expenditures Cost of attending conferences: registration, travel, room and board

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Diversification of elective offering to include engineering and modeling, robotics, and advanced coding as option to support STEAM integration, exposure to World of Work, and provide greater elective choice for students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

47,421

Source(s)

Supplemental Concentration Funding
1000-1999: Certificated Personnel Salaries
.4 Elective Teacher Salary

2,982

Supplemental Concentration Funding
4000-4999: Books And Supplies
Makerspace materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Newcomer program using a combination of alternative core curriculum and Study Sync Designated ELD Curriculum provides instruction to all students who have been in the United States for less than two years. ELD Intervention classes are created and maintained at lower enrollment for long term English learners.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

35,824

Source(s)

Title I
2000-2999: Classified Personnel Salaries
ELDA provides instructional support in
Newcomer and ELD Classes

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Additional support is provided for English Learners in NewComer and ELD Intervention Classes.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

54,755

Title I
1000-1999: Certificated Personnel Salaries
English Learner Facilitator- 2 Sections

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students have access to participate in targeted academic supports/tutoring before school Monday-Friday

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

20,000

Supplemental Concentration Funding
1000-1999: Certificated Personnel Salaries
Additional Hourly before school

1,000

Supplemental Concentration Funding

4000-4999: Books And Supplies
Supplemental Supplies & Materials

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide instructional equipment, supplies and materials to supplement instruction for teachers' classrooms and shared labs/maker space across campus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3320

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplemental Instructional Supplies & Materials

1348

Title I
4000-4999: Books And Supplies
Supplemental Instructional Supplies and
Materials

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Positive safe school climate and healthy students

LEA/LCAP Goal

All schools promote a positive school climate and offer programs that promote health and wellness.

Goal 2

EmSTEAM will promote a positive school climate and offer programs that promote health and wellness. By June 2020, Emerald will implement a Multi-Tiered System of Support that includes a social-emotional learning program to promote developing happy students, engaged in healthy relationships. All students will receive daily 15-30 minute SEL lessons in the classroom as measured by the school counselor. All students who are considered chronically absent will receive support through a social emotional skills group with a counselor.

Identified Need

Chronic absenteeism at Emerald is 7.1% above the district average and in the red level on the CA Dashboard. This indicates opportunities for growth in the area of student engagement. Emerald needs to develop an attendance support team comprised of administrators, counselors, office staff, and our community liaison. The attendance support team will ensure that students and students subgroups with attendance problems are identified as early as possible to provide applicable support services and interventions. Emerald staff will meet regularly to evaluate the effectiveness of strategies implemented to reduce chronic absenteeism rates and truancy rates. Emerald needs to rework and reimagine the Alternative Learning Center.

Implementation of an Alternative Learning Center is needed to provide a place for students who struggle in typical classrooms to receive academic and proactive/restorative behavioral supports.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate: Goal 95%	2017-18: 93.51%	Increase average attendance to 95% or higher for school year
SI&A Report: Chronic Absenteeism Rate, State 9%	2017-2018: 9.59% 2017-2018: All students: Increased 6.1% Overall 16.1% Red English Learners: Red Low Income: Red SWD: Red	Reduction of chronic absenteeism by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Hispanic: Red White: Red African American: Red	
Dashboard: Suspension Rate 2016-2017: All students: 17% Red English Learners: Red Low Income: Red SWD: Red Hispanic: Red White: Red African American: Red	2017-2018: All students: Increased 2.9% Overall 19.9%Red English Learners: Red Low Income: Red SWD: Red Hispanic: Red White: Red African American: Red	Reduce student suspension rate by 5%
District Student Gallup Results Engagement 4.9 Hope 4.29 Entrepreneurial 2.71 Career/Financial Literacy 3.11	Student Gallup Results Engagement 3.88 Hope 4.13 Entrepreneurial 2.78 Career/Financial Literacy 2.74	Increase Student Gallup results in each category by .5
District Gallup Results: Q00 3.74	Staff Gallup Results: Q00 3.43	Increase Staff Gallup Results by .4

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with focus on those who are chronically absent

Strategy/Activity

School Counselor will monitor and address attendance challenges through student meetings and counseling, family meetings (including home visits), and development of connection and incentives for improved attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

24008

Source(s)

Supplemental Concentration Funding
1000-1999: Certificated Personnel Salaries
.3 Counselor

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All students will have access to culture and morale programs to increase attendance

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4000

Source(s)

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplies & Materials: School Culture and
Morale

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

No Cost
None Specified

No Cost
None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Additional Part-time Nurse and a full time Health Aide to support for students and promote health and wellness. Health logs indicate students needing occasional nurse support as well as basic level medical assistance on a daily basis.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
13,977	Supplemental Concentration Funding 2000-2999: Classified Personnel Salaries Health Aide Salary

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with history of suspension

Strategy/Activity

Implementation of an Knight Academy (an alternative learning space) to provide a place for students who struggle in typical classrooms to receive academic and proactive/restorative behavioral supports. Staffed by a .6 Facilitator and 7.5 Hour BIS, students will attend Knight Academy in lieu of suspension and when circumstances cause them to be unable to attend their typical classes. Students will engage in restorative practices, SEL lessons, meaningful instruction, and goal setting under the guidance of deeply trained and experienced staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
52,231	CSI Funding 2000-2999: Classified Personnel Salaries Salary for 7.5 hour Behavior Intervention Specialist: Knight Academy
109,000	CSI Funding 1000-1999: Certificated Personnel Salaries .6 Facilitator: Knight Academy

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Personalized learning, supporting students passions and career aspirations

LEA/LCAP Goal

All students demonstrate progress and proficiency over time to mastering standards and developing college and career readiness for global competencies

Goal 3

EmSTEAM students will demonstrate progress and proficiency over time to mastering standards and developing college and career readiness for global competencies. Students will receive an academic program that leads them to proficiency over time to mastering standards and developing college and career readiness for global competencies. Teachers will utilize supplemental programs to enhance the adopted curriculum in order to meet the diverse needs of the Emerald population. Additional academic tutoring will be available before and after school for any student requiring support.

Identified Need

Based on both CAASP data and local assessment it is evident that not only is it important to know overall performance rankings, but also how students score in individual domains. Teachers need to provide on-going formative assessment to students in the classroom and all students take standardized and required State and district summative assessments (EL and SAI students) in order to effectively target specific strategies and areas for student development. Assessment and observation data needs to include feedback to staff in order to monitor, modify and provide academic and social supports to help prepare students to master standards and develop career readiness for global competencies. Students at risk need specific targeted reading intervention.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Pupil Achievement Statewide Assessments CA Dashboard	Statewide Assessments - CA Dashboard: ELA Student Groups Scoring Red: All Students Student with disabilities EL African American Socio-Economic Hispanic White Math Student Groups Scoring Red: All Students Student with disabilities	Statewide Assessment: ELA/Math Focus on all students moving into the Orange performance level. Make sure that all EL students are receiving 30 minutes of Designated ELD a day per teacher schedules and principal observation. All LTEL's will have a targeted intervention plan in place

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	EL African American Socio-Economic Hispanic White	monitored by the school counselor.
ELPAC	ELPAC: 34.8 Beginning Stage 19.0 Somewhat Developed 25.3 Moderately Developed	ELPAC: Students scoring in the Beginning Stage will drop from 34.8% to 29% and students scoring in Moderately Developed will increase from 25.3% to 30%.
EL Reclassification Rates	Reclassification: FEP 30.1% RFEP 5.5%	Reclassification: Students reclassification rate will rise from 5.5% to 10.5%

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

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At risk students: SPED, ELD, students reading 2+ levels below grade level

Strategy/Activity

Reading Intervention teacher provides reading intervention in a for 2 sections of students in need of targeted reading intervention. Reading improvement supported by goal setting enables students to access and work toward mastery of standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

35,394

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
.5 certificated teacher salary for 2 sections of reading intervention in master schedule

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Supplemental educational programs and experiences provide opportunities for student instructional needs to be met. A Technology Suite including District and Site provided Adaptive Educational software to provides additional practice, 1:1 differentiation and personalization. This includes, but is not limited to: Achieve 3000 products, Imagine Learning, ST Math, Flipgrid, Breakout EDU, WeVideo, PearDeck, BrainPop, Gizmos, Screencastify, Lexia, and Big Universe. In additional, each grade level will facilitate learning in real-world experiences through provisional educational excursions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,000

Source(s)

Supplemental Concentration Funding
5000-5999: Services And Other Operating Expenditures
Contract: Combined Cost of Tech Suite

3000

Title I
5800: Professional/Consulting Services And Operating Expenditures
Educational Excursions

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At Risk Students: ELD, Students performing 2+ levels below grade level, Special Education

Strategy/Activity

Professional Development (PD) will be provided for all staff and will include, but is not limited to, Reading Improvement Project, Curricular Adoptions, MTSS, ELD, etc. All professional development will be supported by release time for attending learning session or planning for learning implementation in classrooms using Plan-Do-Study-Act cycles to gauge and improve upon efficacy of strategies learned.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4500

Source(s)

Title I PD

	1000-1999: Certificated Personnel Salaries Teacher Release for Professional Development and Planning
1848	Title I PD 5800: Professional/Consulting Services And Operating Expenditures CORE Reading Contract: Reading Improvement Project
1800	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Stipend and Release Time for Planning

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Shared Community and Engagement

LEA/LCAP Goal

Schools foster a sense of shared community and decision making for parents and other stakeholders

Goal 4

EmSTEAM fosters a sense of shared community and decision making for parents, students and other stakeholders. Parents will be involved in decision making through participation on the School Site Council (SSC), Parent Student Teacher Association (PTSA), or English Language Advisory Committee (ELAC). There will be on-going communication between staff and parents through the school website, email, student agenda, blackboard connect, and parent/teacher meetings. Language accommodations will be made to ensure that all families have access to school information. By the end of the 2019-2020 school year Emerald will increase parent engagement by providing more opportunities for parents to be a part of the decision process and to allow them opportunities to share their opinions as will be evidenced through the Parent Needs Assessment, a 20% increase in the number of Parent University attendees, and 30% increase in liaison contacts.

Identified Need

Based on our Parent Needs Assessment data, we see a continued need to increase parents and families connectedness to school. We see a need to work with our chronically absent families as part of our Home Visits Program. Overall, our data shows that identifying best practices for Multi-Tiered Systems of Support which include Positive Behavior and Intervention Support are important goals in ensuring that all students are happy, healthy and on the path to gainful employment. Parents report they need more opportunities to understand what their child is learning at school so that they can assist them at home.

Emerald needs a Family and Community Engagement Officer. A Bilingual Community Liaison would support student achievement by improving family engagement at the site, and helping parents learn how they can support their children's education at home. They will assist with Parent University to increase parent, home visits, welcome meetings, family and community involvement in school-wide decision making and shared community for all stakeholders.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent University Courses	Scheduled classes and attendance sheets: 3 classes with 10 students each: 30	3 classes with 15 students each: 45

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Home Visits	Number of visits: 4	Each classroom teacher will participate in at least 1 home visit.
School Site Council Meetings	Number of parents at meetings: 1	Consistent attendance of all committee members: 3
English Learner Advisory Committee Meetings	Number of parents at meetings: 3	Increase attendance at ELAC meetings to 10

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

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

EmSTEAM website is updated regularly in order to inform and communicate with families and the community.

Oral translation services for Farsi and Pashto, personal phone calls.

Parent nights / Parent University/Coffee with Principal/Bagels with Counselors/Home Visits

EmSTEAM Twitter Page and Facebook Page are updated regularly as a way to communicate with families and the community.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	Title I 1000-1999: Certificated Personnel Salaries Home Visits
1000	Title I 4000-4999: Books And Supplies Materials for meeting facilitation

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Family and Community Engagement Officer: A Bilingual Community Liaison will support student achievement by improving family engagement at the site, and helping parents learn how they can

support their children's education at home. They will assist with Parent University and Power of Parents to increase parent, home visits, welcome meetings, family and community involvement in school wide decision making and shared community for all stakeholders.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,288	Title I Parent Involvement 2000-2999: Classified Personnel Salaries Salary and Benefits-Liaison
11,035	Title I 2000-2999: Classified Personnel Salaries Salary and Benefits-Liaison

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$169,951
Total Federal Funds Provided to the School from the LEA for CSI	\$161,231
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$466,690.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
CSI Funding	\$161,231.00
Title I	\$143,356.00
Title I Parent Involvement	\$3,288.00
Title I PD	\$23,307.00

Subtotal of additional federal funds included for this school: \$331,182.00

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

State or Local Programs	Allocation (\$)
Supplemental Concentration Funding	\$135,508.00

Subtotal of state or local funds included for this school: \$135,508.00

Total of federal, state, and/or local funds for this school: \$466,690.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
CSI Funding	161,231	0.00
Supplemental Concentration Funding	135,508	0.00
Title I	\$143,356	0.00
Title I PD	\$23,307	0.00
Title I Parent Involvement	\$3,288	0.00

Expenditures by Funding Source

Funding Source	Amount
CSI Funding	161,231.00
Supplemental Concentration Funding	135,508.00
Title I	143,356.00
Title I Parent Involvement	3,288.00
Title I PD	23,307.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	309,746.00
2000-2999: Classified Personnel Salaries	116,355.00
4000-4999: Books And Supplies	13,650.00
5000-5999: Services And Other Operating Expenditures	13,300.00
5800: Professional/Consulting Services And Operating Expenditures	13,639.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

1000-1999: Certificated Personnel Salaries	CSI Funding	109,000.00
2000-2999: Classified Personnel Salaries	CSI Funding	52,231.00
1000-1999: Certificated Personnel Salaries	Supplemental Concentration Funding	100,229.00
2000-2999: Classified Personnel Salaries	Supplemental Concentration Funding	13,977.00
4000-4999: Books And Supplies	Supplemental Concentration Funding	11,302.00
5000-5999: Services And Other Operating Expenditures	Supplemental Concentration Funding	10,000.00
1000-1999: Certificated Personnel Salaries	Title I	91,149.00
2000-2999: Classified Personnel Salaries	Title I	46,859.00
4000-4999: Books And Supplies	Title I	2,348.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	3,000.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	3,288.00
1000-1999: Certificated Personnel Salaries	Title I PD	9,368.00
5000-5999: Services And Other Operating Expenditures	Title I PD	3,300.00
5800: Professional/Consulting Services And Operating Expenditures	Title I PD	10,639.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	190,609.00
Goal 2	203,216.00
Goal 3	56,542.00
Goal 4	16,323.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Amanda Silva	Principal
Sarah Wright	Classroom Teacher
Justin Rutherford	Classroom Teacher
Steven Prairie	Classroom Teacher
Sandy Gibson	Other School Staff
Deleon Crouch	Parent or Community Member
Lovena De La Cruz	Parent or Community Member
Natasha Paro	Parent or Community Member
John Hana	Secondary Student
Fadi George	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/9/2018.

Attested:

Principal, Amanda Silva on 10/3/2019

SSC Chairperson, Steven Prairie on 10/3/2019

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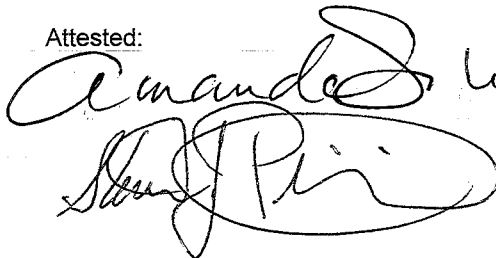
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