

# School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

<b>School Name</b>	Ralph Waldo Emerson Junior High School
<b>Address</b>	2121 Calaveras Ave. Davis, CA 95616
<b>County-District-School (CDS) Code</b>	57726786066245
<b>Principal</b>	Scott Thomsen
<b>District Name</b>	Davis Joint Unified School District
<b>SPSA Revision Date</b>	
<b>Schoolsite Council (SSC) Approval Date</b>	May 28, 2019
<b>Local Board Approval Date</b>	

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

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# School Vision and Mission

## Emerson Mission/Values Statement

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

We value high academic achievement.

We value a connected, caring school community.

## Emerson Vision Statement

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

### Principal's Vision:

Academic Excellence for All

A College & Career-going Culture

An Engaged, Supportive, and Exciting Campus

# School Profile

Emerson Junior High opened in the 1979 - 1980 school year at its current campus. We share a campus with Da Vinci Charter Academy, a Project-Based Learning Charter School. Our mascot is the Eagle and our colors are gold, black and white. We have approximately 465 students on our campus in the Emerson program. Our campus has been the site of numerous school and community events through the years due to its expansive Indoor Commons area. Our students have core academic classes (English, math, social studies, science and PE) and have access to numerous elective classes, including foreign language, industrial technology, art, music, and drama. We have an intramural sports program at lunch and an after-school organized sports program in which all students can participate. Our After School Academic Program (ASAP) happens every day Monday through Thursday with UC Davis tutors and Emerson teachers to provide students extra academic support. We share a campus and elective classes with Da Vinci Charter junior High School. Every 7th grade student goes through our Diversity Training, which is produced by our Peer Helping class. Our Leadership class puts on many in-school contests and competitions throughout the year. We rank high in our State testing scores, but are working diligently to improve our approach with students who may not be performing as well as they could. Our staff is composed largely of veteran teachers who have decades collectively in working with this outstanding age group.

# Stakeholder Involvement

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

## Involvement Process for the SPSA and Annual Review and Update

The Principal and the Site Team reviewed data from the 2019-2020 Youth Truth Survey, the 2019 CAASPP Results, and other ongoing academic and social aspects of the academic year. The Principal worked with department chairs, program leaders and counselors to draft updates to the site plan. During monthly Site Council meetings, key shifts were identified and agreed upon by the Council as to where funding should shift for the next school year.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.22%	%	0%	1		0
African American	4.13%	3.64%	4.13%	19	17	19
Asian	10.87%	10.71%	9.35%	50	50	43
Filipino	1.74%	1.5%	1.09%	8	7	5
Hispanic/Latino	21.96%	22.7%	22.83%	101	106	105
Pacific Islander	0.22%	0.21%	0.65%	1	1	3
White	55.00%	55.03%	55.43%	253	257	255
Multiple/No Response	0.65%	0.64%	5.87%	3	3	3
Total Enrollment				460	467	460

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 7	167	163	157
Grade 8	142	155	156
Grade 9	151	149	147
Total Enrollment	460	467	460

### Conclusions based on this data:

1. While enrollment remains steady, there is a three-year trend towards higher enrollment of non-white student population

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	33	32	26	7.2%	6.9%	5.7%
Fluent English Proficient (FEP)	62	56	52	13.5%	12.0%	11.3%
Reclassified Fluent English Proficient (RFEP)	8	0	0	24.2%	0.0%	0.0%

### Conclusions based on this data:

1. Our EL Enrollment data remains steady.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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 7	141	163	158	137	154	150	137	154	150	97.2	94.5	94.9
Grade 8	143	137	151	135	131	144	134	131	143	94.4	95.6	95.4
All Grades	284	300	309	272	285	294	271	285	293	95.8	95	95.1

\* 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 7	2588.	2595.	2605.	32.12	27.27	33.33	37.96	45.45	45.33	11.68	16.23	12.00	18.25	11.04	9.33
Grade 8	2613.	2612.	2616.	29.85	35.11	27.97	45.52	38.93	41.26	14.18	9.92	25.17	10.45	16.03	5.59
All Grades	N/A	N/A	N/A	31.00	30.88	30.72	41.70	42.46	43.34	12.92	13.33	18.43	14.39	13.33	7.51

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 7	42.34	40.26	40.67	40.15	47.40	48.00	17.52	12.34	11.33
Grade 8	41.04	46.56	44.76	44.03	37.40	44.06	14.93	16.03	11.19
All Grades	41.70	43.16	42.66	42.07	42.81	46.08	16.24	14.04	11.26

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 7	46.32	44.16	50.67	38.24	47.40	40.00	15.44	8.44	9.33
Grade 8	35.82	43.51	39.16	48.51	38.17	52.45	15.67	18.32	8.39
All Grades	41.11	43.86	45.05	43.33	43.16	46.08	15.56	12.98	8.87

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 7	30.66	27.27	22.67	54.01	61.04	70.67	15.33	11.69	6.67
Grade 8	33.58	33.59	29.37	62.69	60.31	62.24	3.73	6.11	8.39
All Grades	32.10	30.18	25.94	58.30	60.70	66.55	9.59	9.12	7.51

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 7	40.44	41.56	39.33	44.12	48.70	51.33	15.44	9.74	9.33
Grade 8	42.54	40.46	42.66	47.01	45.04	45.45	10.45	14.50	11.89
All Grades	41.48	41.05	40.96	45.56	47.02	48.46	12.96	11.93	10.58

**Conclusions based on this data:**

1. 8th grade overall saw a drop in scores as compared to previous years.
2. 7th grade overall saw improvements in most areas.
3. Overall, we are seeing similar scores, but a persistent 10-15% gap with those that score below standard.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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 7	141	163	158	139	157	149	139	157	149	98.6	96.3	94.3
Grade 8	143	137	151	134	134	142	134	134	142	93.7	97.8	94
All Grades	284	300	309	273	291	291	273	291	291	96.1	97	94.2

\* 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 7	2609.	2608.	2604.	46.76	42.04	42.95	20.86	28.66	24.83	19.42	17.83	20.13	12.95	11.46	12.08
Grade 8	2624.	2627.	2630.	52.24	49.25	43.66	17.16	14.93	19.72	11.19	20.15	23.94	19.40	15.67	12.68
All Grades	N/A	N/A	N/A	49.45	45.36	43.30	19.05	22.34	22.34	15.38	18.90	21.99	16.12	13.40	12.37

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 7	55.40	50.96	54.73	25.90	32.48	27.03	18.71	16.56	18.24
Grade 8	59.70	54.89	48.94	19.40	21.80	29.79	20.90	23.31	21.28
All Grades	57.51	52.76	51.90	22.71	27.59	28.37	19.78	19.66	19.72

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 7	50.36	44.59	46.98	35.25	43.31	40.94	14.39	12.10	12.08
Grade 8	54.48	48.87	45.77	29.85	40.60	42.96	15.67	10.53	11.27
All Grades	52.38	46.55	46.39	32.60	42.07	41.92	15.02	11.38	11.68

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 7	48.20	39.49	40.27	41.01	53.50	46.31	10.79	7.01	13.42
Grade 8	45.52	42.86	45.07	36.57	41.35	38.73	17.91	15.79	16.20
All Grades	46.89	41.03	42.61	38.83	47.93	42.61	14.29	11.03	14.78



**Conclusions based on this data:**

1. Overall, we are seeing similar scores, but a persistent 10-15% gap with those that score below standard.
2. Grades 7 & 8 we see a downward trend in performance over the past three years.

# School and Student Performance Data

## ELPAC Results

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

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
7	*	*	*	*	*	*		*	*	*
8	*	*	*	*	*	*	*	*	11	*
9	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	32.14	*	39.29	*	17.86	*	10.71	30	28

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
7	*	*	*	*	*	*		*	*	*
8	*	*	*	*	*	*	*	*	11	*
9	*	*	*	*		*	*	*	*	*
All Grades	70.00	50.00	*	25.00	*	14.29	*	10.71	30	28

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
7	*	*		*	*	*		*	*	*
8	*	*	*	*	*	*	*	*	11	*
9	*	*	*	*	*	*	*	*	*	*
All Grades	36.67	17.86	*	35.71	*	28.57	*	17.86	30	28

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
8	*	*	*	*	*	*	11	*
9	*	*	*	*	*	*	*	*
All Grades	46.67	17.86	43.33	67.86	*	14.29	30	28

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
8	*	*	*	*	*	*	11	*
9	*	*	*	*	*	*	*	*
All Grades	76.67	71.43	*	17.86	*	10.71	30	28

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
8	*	*	*	*	*	*	11	*
9	*	*	*	*	*	*	*	*
All Grades	40.00	28.57	*	46.43	36.67	25.00	30	28

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
8	*	*	*	*	*	*	11	*
9	*	*	*	*	*	*	*	*
All Grades	*	3.57	60.00	89.29	*	7.14	30	28

Conclusions based on this data:

1.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
467	17.6	6.9	0.2
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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	32	6.9
Foster Youth	1	0.2
Socioeconomically Disadvantaged	82	17.6
Students with Disabilities	41	8.8





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	3.6
Asian	50	10.7
Filipino	7	1.5
Hispanic	106	22.7
Two or More Races	26	5.6
Pacific Islander	1	0.2
White	257	55.0

Conclusions based on this data:

1.

# School and Student Performance Data

## Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Blue</div>	<div>Chronic Absenteeism</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Blue</div>		

Conclusions based on this data:

1.

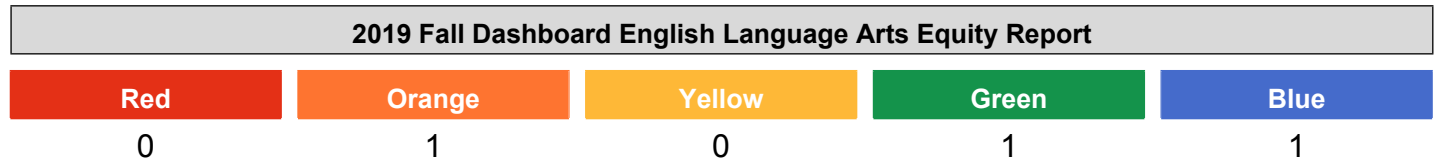
# School and Student Performance Data

## 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.

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

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color 77.2 points above standard Increased ++13.1 points 29	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Hispanic</b>  Green 2.5 points above standard Increased ++4 points 73	<b>Two or More Races</b>  No Performance Color 94.7 points above standard Increased Significantly ++17.9 points 18	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  Blue 65.3 points above standard Increased ++8.9 points 163

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

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 101.3 points below standard Declined Significantly -26.9 points 16	<b>Reclassified English Learners</b> 4.1 points above standard 15	<b>English Only</b> 64.7 points above standard Increased ++11 points 240
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#### Conclusions based on this data:

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

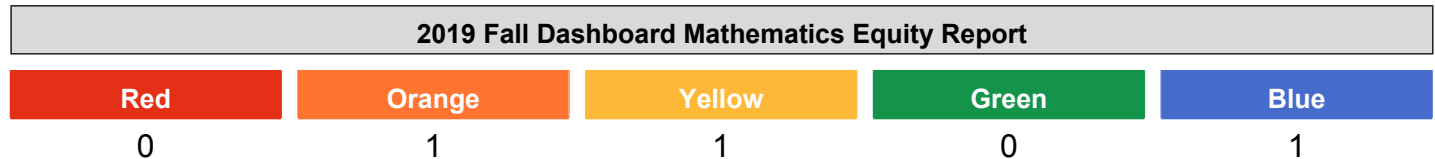
# School and Student Performance Data

## 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.

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



### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 114.8 points below standard Declined Significantly -37.2 points 16	<b>Reclassified English Learners</b> 34.1 points below standard 15	<b>English Only</b> 52.7 points above standard Maintained ++2.9 points 237
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#### Conclusions based on this data:

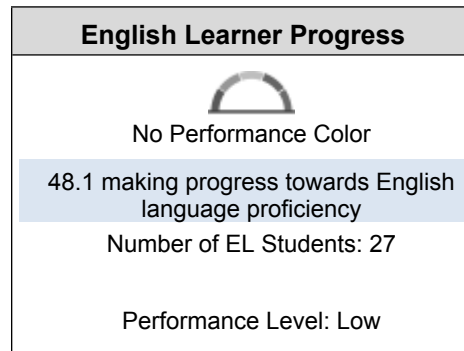
1. Socioeconomically disadvantaged students and Hispanic Students need more individualized, consistent support in mathematics.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
3	11	5	8

#### Conclusions based on this data:

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

# 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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
<b>Red</b>	<b>Orange</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>
0	3	0	0	1

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 8 Increased +2.6 323	 No Performance Color 17.4 Increased +9.4 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 18.3 Increased +6.6 71	 No Performance Color 20 Declined -0.7 35

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>Asian</b>  Blue 0 Declined -2.4 35	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Hispanic</b>  Orange 13.8 Increased +4.5 80	<b>Two or More Races</b>  No Performance Color 4.5 Increased +4.5 22	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  Orange 7.5 Increased +1.6 173

### Conclusions based on this data:

- Attendance rates must be improved specifically for Socioeconomic students

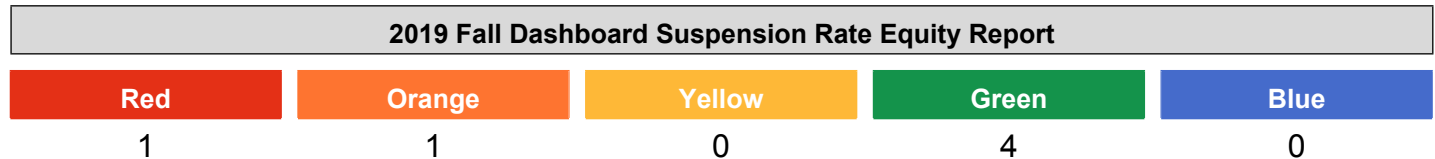
# School and Student Performance Data

## 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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Green 3.4 Declined -0.5 475	<b>English Learners</b>  Green 3 Declined -8.7 33	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 2
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not 2	<b>Socioeconomically Disadvantaged</b>  Green 6.4 Declined -2.7 94	<b>Students with Disabilities</b>  Red 17.4 Increased +1.1 46

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color 0 Declined -10.5 18	<b>American Indian</b>	<b>Asian</b>  Green 1.9 Maintained 0 52	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 7
<b>Hispanic</b>  Green 2.8 Declined -4 108	<b>Two or More Races</b>  No Performance Color 3.3 Declined -0.5 30	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 1	<b>White</b>  Orange 4.2 Increased +1.9 259

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.9	3.4

#### Conclusions based on this data:

1. Our suspension rates have declined in the 2018-2019 School Year.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Closing the Opportunity Gap

### Goal Statement

By targeting in-class instructional methods and continuing to support our struggling students, Emerson aims to significantly reduce the achievement gap at our site in the 2019-2020 school year. Our site council has prioritized areas of focus in order to ensure that our students that have faced historical and institutionalized barriers to success in school can meet academic expectations and be proficient. The council is directing the bulk of the goals and funding to campus-wide in-class support and professional development. In particular, the upcoming implementation of Multi-Tiered Systems of Support (MTSS) will guide this work.

### LCAP Goal

DJUSD educators will close the achievement/opportunity gap.

### Basis for this Goal

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

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

### Expected Annual Measurable Outcomes

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

### Planned Strategies/Activities

#### Strategy/Activity 1

Implementation of Individualized Learning Plans and quarterly Advisory Sessions.

All students will create an Individualized Learning Plan, where strengths, goals, testing data and college/career aspirations can be codified and tracked throughout their junior high career. This data will drive quarterly advisory

sessions, where small groups of student will meet with a staff member and review progress and listen to the student experience.

### Students to be Served by this Strategy/Activity

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

### Timeline

August 2020-June 2021

### Person(s) Responsible

Principal, Vice-Principal, Counselors, Certificated and Classified staff

### Proposed Expenditures for this Strategy/Activity

Amount	300
Source	District Funded
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Naviance or other digital Career/skill program to capture student plans; PD or planning funds for advisory implementation.
Amount	1500
Source	LCFF - Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	500
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Additional supplies, subscriptions for unduplicated students.

### Strategy/Activity 2

ParaEducator salary to assist EL students. Continue to provide in-class EL support in core classes.

Teacher and EL para-educator will provide support to core classes to EL students.

1. Provide continuing professional development for our site EL teacher and other staff for the purpose of effectively increasing EL student language acquisition and developing proficiency in the core subject areas.
2. Ensure that all teachers can identify EL or RFEP students on their rosters

### Students to be Served by this Strategy/Activity

EL Students

### Timeline

August 2020-June 2021



**Person(s) Responsible**

Principal, EL Coordinator, EL Para-Educator

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1500
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Salary for EL Para-Educator

**Strategy/Activity 3**

MTSS: Support for Tier 1 classroom supports

**Students to be Served by this Strategy/Activity**

All Students

**Timeline**

August 2020-June 2021

**Person(s) Responsible**

Administration, Certificated & Classified Staff

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	300
<b>Source</b>	District Funded
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Professional development for teachers to implement Tier 1 supports in each classroom. Funding for conferences and materials on classroom management, Culturally Relevant Teaching, and AVID strategy implementation. Additional resources as necessary for hybrid/distance learning.

<b>Amount</b>	500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Targeted Support for unduplicated students for Tier 1 support . Hybrid/Distance Learning supports as needed.

**Strategy/Activity 4**

MTSS: Math Differentiation methods in mathematics for struggling students in CC2 and CC3 classes. Equitable Resources (hybrid/distance modeled as necessary)

Rationale: The transition from 6th grade to 7th grade in math is particularly challenging for many of our students. In classes where there is a range of abilities, lessons must be differentiated and scaffolded so that students have opportunity to grow and succeed in Common Core 2 and Common Core 3. In our CAASPP data, we noticed a trend downward of 8th graders' lower proficiency.

Through CPM training, the UC Davis Math Project, district math coaching support, the math department will analyze the progression of the course and identify in-class methods, scaffolds, activities, and assessments that support all students, but target students who struggle with content.

### Students to be Served by this Strategy/Activity

Unduplicated and any student not experiencing success in mathematics (based on previous grades, diagnostic tests, interim assessments)

### Timeline

August 2020-June 2021

### Person(s) Responsible

Principal, Math department

### Proposed Expenditures for this Strategy/Activity

Amount	500
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional Development, materials
Amount	1000.00
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Supplies, subscriptions, other materials for unduplicated student consumption

### Strategy/Activity 5

MTSS; Reading Support Class

Reading Program

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

1. Develop and support various interventions within the school day to assist struggling students with achievement and increased educational opportunity. Targeted will be those who fall into our Achievement Gap as defined in our Goal
2. Develop the flexibility in the master schedule to support a "math clinic" or smaller class size which will target the the students who need extra support in math within the school day 1. Targeted students will be those who fall into our Achievement Gap as defined in our Goal
3. Continued implementation (with fidelity) to the iLet program to assist struggling readers Targeted students will be those that fall into our Achievement Gap as defined in our Goal

### Students to be Served by this Strategy/Activity

Students who are below grade-level in reading

## Timeline

August 2020-June 2021

## Person(s) Responsible

### Proposed Expenditures for this Strategy/Activity

Amount	19000
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	1 FTE of MTSS Reading Support

## Strategy/Activity 6

After School Assistance Program (ASAP)

All students will have access to this space for homework completion will use methods and protocols to check-in with each student who requests assistance and is able to attend the program. The program will survey students before the program begins to ensure staffing is appropriate. Peer and college tutors will also be recruited to assist. ASAP will run Mondays - Thursdays from 3:30pm - 5:00pm. Distance/Hybrid as necessary.

## Students to be Served by this Strategy/Activity

All students

## Timeline

August 2020-June 2021

## Person(s) Responsible

Principal, Certificated & Classified, Peer tutors

### Proposed Expenditures for this Strategy/Activity

Amount	2400.00
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	2400.00
Source	LCFF - Base
Budget Reference	1000-1999: Certificated Personnel Salaries

## Strategy/Activity 7

Student Success Lunches

Support within the school day for students to connect with peers and build their academic, organizational skills with Peer Tutors. Volunteer tutors receive community service hours and tutoring experience for resumes and for potential pathways. Lunch from local business used as incentive.

### Students to be Served by this Strategy/Activity

Unduplicated Students or those who are struggling academically or organizationally

### Timeline

August 2020-June 2021

### Person(s) Responsible

Site Principal, AVID students, high-performing English and Math student peers

### Proposed Expenditures for this Strategy/Activity

Amount	500.00
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	funding for lunch, supplies for

### Strategy/Activity 8

AVID Program Support & School-wide efforts.

1. Emerson will continue active steps towards School-Wide Certification, as measured by the AVID Site Plan and reviewed by the AVID Site Team.
2. AVID Coordinator will continue to maintain AVID program certification
3. Train other staff in AVID/certification so that in two years we can have at least two teachers currently certified at all times to teach AVID
4. Continue to establish classroom practices and programs in order to qualify as a "Highly Certified" AVID program.

### Students to be Served by this Strategy/Activity

All Students, with focus on unduplicated and students not experiencing academic success.

### Timeline

August 2020-June 2021

### Person(s) Responsible

AVID Coordinator, AVID SiteTeam, Principal

### Proposed Expenditures for this Strategy/Activity

Amount	20,000.00
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Coordinator FTE (.2 FTE)
Amount	3,500.00
Source	District Funded

<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	AVID Tutors
<b>Amount</b>	3,300.00
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	AVID Class, Curriculum needs
<b>Amount</b>	600.00
<b>Source</b>	District Funded
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	SCOE AVID Collaborative PD
<b>Amount</b>	500.00
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials to assist with school-wide AVID practices for classrooms serving unduplicated students.
<b>Amount</b>	4000.00
<b>Source</b>	District Funded
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Summer Institute

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Inclusive and Safe School Environments

### Goal Statement

Overall our students feel connected to the community and school based on their responses in the CA Healthy kids survey, and the Youth Truth survey. The areas of intense focus will be increasing a feeling of positive school climate through school connectedness and positive relationships with adults on campus. \

We have seen an increase in suspension rates

We continue to support Where Everybody Belongs (WEB), Peer Helping, and Diversity training to keep students connected to school and engaged in safe, positive behaviors.. Based on Climate survey data, the Youth Truth survey and other metrics, we are focusing attention on increasing school connectedness. Based on our Youth Truth survey results, we see increased school connectedness in grade 7 and 8, but a continuing downward trend in grade 9. By incorporating more career and college awareness on campus, our hope is to connect with our 9th grade students as they prepare to go the the senior high school. It is our intention to involve more student voice in this area, through student government, Site Council with student representation, and the site climate committee. Particular attention will be given to potential distance learning or hybrid circumstances.

### LCAP Goal

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

### Basis for this Goal

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

### Expected Annual Measurable Outcomes

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

### Planned Strategies/Activities

#### Strategy/Activity 1

Recovery Happens

This program provides information sessions for students, staff, and parents/guardians on current drug and alcohol trends. It also provides weekly sessions for student struggling with use or addiction.

### Students to be Served by this Strategy/Activity

All students, with emphasis on students farthest from opportunity.

### Timeline

August 2020-June 2021

### Person(s) Responsible

Principal, Counselors

### Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	District Funded
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	242.00
Source	LCFF - Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	2500.00
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

### Strategy/Activity 2

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

### Students to be Served by this Strategy/Activity

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

### Timeline

August 2020-June 2021

### Person(s) Responsible

Leadership Teachers and Students, Principal, Vice Principal and Counselors

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1500.00
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	WEB program teacher VSA
<b>Amount</b>	500.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Funding for WEB shirts for unduplicated student leaders

### Strategy/Activity 3

#### Family/School Communication

1. Continue to communicate with staff, parents, and community members of Emerson activities, events, and happenings via the website, PTA List serve, Schoolloop, and School Messenger.
2. Continue to utilize the school website to inform and offer involvement opportunities for parents and community members.
3. Continue to publicize and host a Back-to-School night at the beginning of the school year and an integrated Open House in the middle of the school year, in addition to Parent Information nights during Program Planning.
4. Increase parent education through Parent Education Events offered via PTA and school outreach efforts.
4. Utilize the local newspaper, feeder schools to invite/target audiences for Emerson events.

### Students to be Served by this Strategy/Activity

All families

### Timeline

August 2020-June 2021

### Person(s) Responsible

Principal, Site Secretary, Front Office Staff, Site translator reimbursement

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	500.00
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Funding towards wireless translation system
<b>Amount</b>	2000.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures



<b>Description</b>	Funding towards wireless translation system
<b>Amount</b>	400.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Webmaster VSA
<b>Amount</b>	400.00
<b>Source</b>	Local Categorical
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Webmaster VSA

## Strategy/Activity 4

1. Continue to develop and implement the Diversity Training program
2. Develop and implement exit surveys after each diversity training, and 1 month after all diversity trainings have been completed to measure lasting effect of the event.
3. Share survey information with staff to discuss other areas of need.

## Students to be Served by this Strategy/Activity

All 7th grade students

## Timeline

August 2020-June 2021

## Person(s) Responsible

Diversity training Coordinator

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3000.00
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Professional fee for 2 diversity trainings
<b>Amount</b>	500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	VSA for coordinator

Strategy/Activity 5

Beginning of School activities

Activities from which all students will gain academic, social/emotional and behavioral strategies by grade level. Possible priorities of adapting to hybrid/distance learning.

Students to be Served by this Strategy/Activity

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

Timeline

August 2020

Person(s) Responsible

Principal, Certificated and Classified Personnel

Proposed Expenditures for this Strategy/Activity

Amount	500.00
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Funding for planning sessions to begins school year

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

21st Century Teaching & Learning

### Goal Statement

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

### LCAP Goal

All students will experience 21st Century Teaching and Learning.

### Basis for this Goal

Technology site plan, library resources, staff discussions around Advisory program.

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

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

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

Start: August 218  
End: June 2019

#### Person(s) Responsible

Principal, Librarian, Library Staff

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1000.00
<b>Source</b>	LCFF - Base
<b>Description</b>	Collections & technology maintenance
<b>Amount</b>	1500.00
<b>Source</b>	District Funded
<b>Description</b>	Digital Organization
<b>Amount</b>	500.00
<b>Source</b>	LCFF - Base
<b>Description</b>	Materials for curriculum research

**Strategy/Activity 2**

Chromebooks for student home-use

**Students to be Served by this Strategy/Activity**

Unduplicated students

**Timeline**

August 2020-June 2021

**Person(s) Responsible**

Principal, Department Chairs

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	2000.00
<b>Source</b>	LCFF - Supplemental
<b>Amount</b>	500.00
<b>Source</b>	LCFF - Base

**Strategy/Activity 3**

Equipment for 21st century lessons or projects. To promote technology integration in lessons, this funding will support creative projects by using industry-standard software and hardware that multiple classes may use.

**Students to be Served by this Strategy/Activity**

All students (with emphasis on unduplicated)

**Timeline**

August 2020-June 2021

**Person(s) Responsible**

Site Principal, Librarian

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1000.00
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	6000-6999: Capital Outlay
<b>Description</b>	Equipment and/or software licenses
<b>Amount</b>	500.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	6000-6999: Capital Outlay
<b>Description</b>	Equipment and/or software licenses

# Annual Review and Update

## SPSA Year Reviewed: 2019-20

### Goal 1

By targeting in-class instructional methods and continuing to support our struggling students, Emerson aims to significantly reduce the achievement gap at our site in the 2019-2020 school year. Our site council has prioritized areas of focus in order to ensure that our students that have faced historical and institutionalized barriers to success in school can meet academic expectations and be proficient. The council is directing the bulk of the goals and funding to campus-wide in-class support and professional development. In particular, the upcoming implementation of Multi-Tiered Systems of Support (MTSS) will guide this work.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension Rates	Lowered rated for these sub-groups	
CAASPP English Scores	Increased performance for 8th grader students	
CAASPP Math Scores	Maintain or increase in all student groups	
YouthTruth Survey	Increase engagement and connections for all grade levels.	

### Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Implementation of Individualized Learning Plans and quarterly Advisory Sessions.  All students will create an Individualized Learning Plan, where strengths, goals, testing data and college/career aspirations can be codified and tracked throughout their junior high career. This data will drive quarterly advisory sessions, where small groups of student will meet with a staff member and review progress and listen to the student experience.	Exploratory work still being conducted around Advisory structure	Naviance or other digital Career/skill program to capture student plans; PD or planning funds for advisory implementation. 5800: Professional/Consulting Services And Operating Expenditures District Funded 300	0
		5800: Professional/Consulting Services And Operating Expenditures LCFF - Base 1500	
		Additional supplies, subscriptions for unduplicated students. 5800: Professional/Consulting Services And Operating	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		Expenditures LCFF - Supplemental 500	
<p>ParaEducator salary to assist EL students. Continue to provide in-class EL support in core classes.</p> <p>Teacher and EL para-educator will provide support to core classes to EL students.</p> <p>1. Provide continuing professional development for our site EL teacher and other staff for the purpose of effectively increasing EL student language acquisition and developing proficiency in the core subject areas.</p> <p>2. Ensure that all teachers can identify EL or RFEP students on their rosters</p>		Salary for EL Para-Educator 2000-2999: Classified Personnel Salaries District Funded 1500	1500
MTSS: Support for Tier 1 classroom supports	Implementation began in Summer 2019.	<p>Professional development for teachers to implement Tier 1 supports in each classroom. Funding for conferences and materials on classroom management, Culturally Relevant Teaching, and AVID strategy implementation.</p> <p>5000-5999: Services And Other Operating Expenditures District Funded 300</p>	200
		Targeted Support for unduplicated students for Tier 1 support 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 500	400

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>MTSS: Math Differentiation methods in mathematics for struggling students in CC2 and CC3 classes.</p> <p>Rationale: The transition from 6th grade to 7th grade in math is particularly challenging for many of our students. In classes where there is a range of abilities, lessons must be differentiated and scaffolded so that students have opportunity to grow and succeed in Common Core 2 and Common Core 3. In our CAASPP data, we noticed a trend downward of 8th graders' lower proficiency.</p> <p>Through CPM training, the UC Davis Math Project, district math coaching support, the math department will analyze the progression of the course and identify in-class methods, scaffolds, activities, and assessments that support all students, but target students who struggle with content.</p>	Staff continued to work with 6th grade teachers (Articulation Meeting in January 2020). Additional work planned Spring postponed due to Covid-19 pandemic.	<p>Professional Development, materials 5000-5999: Services And Other Operating Expenditures District Funded 500</p> <p>Supplies, subscriptions, other materials for unduplicated student consumption 4000-4999: Books And Supplies LCFF - Supplemental 1000.00</p>	1000
<p>MTSS; Reading Support Class</p> <p>Reading Program</p> <p>Funding for .2 FTE Reading support teacher. Continue use of iLit program that is showing positive results.</p> <p>1. Develop and support various interventions within the school day to assist struggling students with achievement and</p>	Class scheduled as planned	1 FTE of MTSS Reading Support 1000-1999: Certificated Personnel Salaries District Funded 19000	



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
increased educational opportunity. Targeted will be those who fall into our Achievement Gap as defined in our Goal 2. Develop the flexibility in the master schedule to support a "math clinic" or smaller class size which will target the the students who need extra support in math within the school day 1. Targeted students will be those who fall into our Achievement Gap as defined in our Goal 3. Continued implementation (with fidelity) to the iLet program to assist struggling readers Targeted students will be those that fall into our Achievement Gap as defined in our Goal			
After School Assistance Program (ASAP)  All students will have access to this space for homework completion will use methods and protocols to check-in with each student who requests assistance and is able to attend the program. The program will survey students before the program begins to ensure staffing is appropriate. Peer and college tutors will also be recruited to assist. ASAP will run Mondays - Thursdays from 3:30pm - 5:00pm	Executed as planned.	2000-2999: Classified Personnel Salaries District Funded 2400.00	
		1000-1999: Certificated Personnel Salaries LCFF - Base 2400.00	
Student Success Lunches  Support within the school day for students to	Planned Implementation for Spring 2020 was postponed due to Pandemic	funding for lunch, supplies for 5000-5999: Services And Other	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
connect with peers and build their academic, organizational skills with Peer Tutors. Volunteer tutors receive community service hours and tutoring experience for resumes and for potential pathways. Lunch from local business used as incentive.		Operating Expenditures LCFF - Supplemental 500.00	
AVID Program Support & School-wide efforts.  1. Emerson will continue active steps towards School-Wide Certification, as measured by the AVID Site Plan and reviewed by the AVID Site Team.  2. AVID Coordinator will continue to maintain AVID program certification 3. Train other staff in AVID/certification so that in two years we can have at least two teachers currently certified at all times to teach AVID 4. Continue to establish classroom practices and programs in order to qualify as a "Highly Certified" AVID program.	Executed as planned.	Coordinator FTE (.2 FTE) 1000-1999: Certificated Personnel Salaries District Funded 20,000.00  AVID Tutors 2000-2999: Classified Personnel Salaries District Funded 3,500.00  AVID Class, Curriculum needs 4000-4999: Books And Supplies District Funded 3,300.00  SCOE AVID Collaborative PD 5800: Professional/Consulting Services And Operating Expenditures District Funded 600.00  Materials to assist with school-wide AVID practices for classrooms serving unduplicated students. 4000-4999: Books And Supplies LCFF - Base 500.00  Summer Institute 5800: Professional/Consulting Services And Operating Expenditures District Funded 4000.00	

## Analysis

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

Much of the work that was planned for the initial MTSS implementation was carried out as planned. We re-organized our grade-level meetings into MTSS collaboration sessions. We identified Reading Levels as a first step in data gathering. We continued the use of AVID strategies school-wide.

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

In the first semester, we found the reading assessment data valuable in targeting supports for students. PD sessions were tightly focused around MTSS Goals

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

Due to the Covid-19 pandemic, some funds were not utilized.

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

Probable shift of this goal to a hybrid/distance learning realities in the Fall of 2020

# Annual Review and Update

## SPSA Year Reviewed: 2019-20

### Goal 2

Overall our students feel connected to the community and school based on their responses in the CA Healthy kids survey, and the Youth Truth survey. The areas of intense focus will be increasing a feeling of positive school climate through school connectedness and positive relationships with adults on campus. \

We have seen an increase in suspension rates

We continue to support Where Everybody Belongs (WEB), Peer Helping, and Diversity training to keep students connected to school and engaged in safe, positive behaviors.. Based on Climate survey data, the Youth Truth survey and other metrics, we are focusing attention on increasing school connectedness. Based on our Youth Truth survey results, we see increased school connectedness in grade 7 and 8, but a continuing downward trend in grade 9. By incorporating more career and college awareness on campus, our hope is to connect with our 9th grade students as they prepare to go the the senior high school. It is our intention to involve more student voice in this area, through student government, Site Council with student representation, and the site climate committee.

### Annual Measurable Outcomes

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

### Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Recovery Happens  This program provides information sessions for students, staff, and parents/guardians on current drug and alcohol trends. It also provides weekly sessions for student struggling with use or addiction.	Student assembly and parent night occurred in Fall/Winter of 2020; further sessions happened online due to pandemic.	5800: Professional/Consulting Services And Operating Expenditures District Funded 1000	This program was approved, and we receive additional funding through other sources. 0
		5800: Professional/Consulting Services And Operating Expenditures LCFF - Base 242.00	0
		5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 2500.00	2500
1.Continue to develop and implement WEB program	This program did start the year off; more to be done	WEB program teacher VSA	1500

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
for all incoming 7th grade students. 2. Continue to support outreach and mentoring opportunities including Anti Bullying training at feeder elementary schools through student leadership groups like Peer Helpers and Patwin Day 3. Have quarterly WEB events with WEB leaders and their 7th grade groups 4. Provide funds to support the program (materials, curriculum, games etc) which have direct benefit to incoming students 5. Collect exit surveys from 7th grade WEB participants to rate effectiveness of the program.	to incorporate activities year-long.	1000-1999: Certificated Personnel Salaries LCFF - Base 1500.00	
		Funding for WEB shirts for unduplicated student leaders 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 500.00	500
Family/School Communication  1. Continue to communicate with staff, parents, and community members of Emerson activities, events, and happenings via the website, PTA List serve, Schoolloop, and School Messenger. 2. Continue to utilize the school website to inform and offer involvement opportunities for parents and community members. 3. Continue to publicize and host a Back-to-School night at the beginning of the school year and an integrated Open House in the middle of the school year, in addition to Parent	Translation Units purchased; communication (English & Spanish) increased through website, School Messenger, and social media.	Funding towards wireless translation system 5000-5999: Services And Other Operating Expenditures LCFF - Base 500.00	500
		Funding towards wireless translation system 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 2000.00	2000
		Webmaster VSA 2000-2999: Classified Personnel Salaries LCFF - Supplemental 400.00	400
		Webmaster VSA 2000-2999: Classified Personnel Salaries Local Categorical 400.00	400

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Information nights during Program Planning. 4. Increase parent education through Parent Education Events offered via PTA and school outreach efforts. 4. Utilize the local newspaper, feeder schools to invite/target audiences for Emerson events.			
1.Continue to develop and implement the Diversity Training program 2. Develop and implement exit surveys after each diversity training, and 1 month after all diversity trainings have been completed to measure lasting effect of the event. 3. Share survey information with staff to discuss other areas of need.	Due to scheduling conflicts and pandemic, Diversity training did not occur	Professional fee for 2 diversity trainings 5800: Professional/Consulting Services And Operating Expenditures LCFF - Base 3000.00	0
		VSA for coordinator 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 500	0
Beginning of School activities  Activities from which all students will gain academic, social/emotional and behavioral strategies by grade level.	Purchased water bottles for new students.	Funding for planning sessions to begins school year 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 500.00	250

## Analysis

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

Up until Spring of 2020, we largely were progressing with new ways to engage students. We must continue to find ways of connecting/creating positive school climate in a possible hybrid/distance learning format.

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

Family/School communication more frequent (through School Website and messaging)

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

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

# Annual Review and Update

**SPSA Year Reviewed: 2019-20**

## Goal 3

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

## Annual Measurable Outcomes

**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

## Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
1. Librarian will work with departments to find ways to incorporate Information and media literacy units into our core curricular areas. 2. Librarian will participate in Department Head meetings 3. Librarian will participate as needed in Department and Grade Level meetings to support research in academic areas 4. Librarian will encourage increased student attendance in the library before, during and after school 5. Library will maintain present levels of Chromebooks and other devices to support student learning.		Collections & technology maintenance LCFF - Base 1000.00	1000
		Digital Organization District Funded 1500.00	1500
		Materials for curriculum research LCFF - Base 500.00	500
Chromebooks for student home-use	Diverted funds to purchase translation devices.	LCFF - Supplemental 2000.00	0
		LCFF - Base 500.00	0



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Equipment for 21st century lessons or projects. To promote technology integration in lessons, this funding will support creative projects by using industry-standard software and hardware that multiple classes may use.	Due to Chromebook accessibility and improvements, further expenditure was not needed.	Equipment and/or software licenses 6000-6999: Capital Outlay LCFF - Base 1000.00	
		Equipment and/or software licenses 6000-6999: Capital Outlay LCFF - Supplemental 500.00	

## Analysis

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

Our library consistently keeps collections up to date and relevant for students.

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

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

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

# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	82,342.00

## Allocations by Funding Source

Funding Source	Amount	Balance
District Funded	0	-57,900.00
LCFF - Base	11960	-682.00
LCFF - Supplemental	11830	430.00

## Expenditures by Funding Source

Funding Source	Amount
District Funded	57,900.00
LCFF - Base	12,642.00
LCFF - Supplemental	11,400.00
Local Categorical	400.00

## Expenditures by Budget Reference

Budget Reference	Amount
	3,500.00
1000-1999: Certificated Personnel Salaries	43,900.00
2000-2999: Classified Personnel Salaries	8,200.00
4000-4999: Books And Supplies	4,800.00
5000-5999: Services And Other Operating Expenditures	4,800.00
5800: Professional/Consulting Services And Operating Expenditures	13,642.00
6000-6999: Capital Outlay	1,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	1,500.00
1000-1999: Certificated Personnel Salaries	District Funded	39,000.00
2000-2999: Classified Personnel Salaries	District Funded	7,400.00
4000-4999: Books And Supplies	District Funded	3,300.00
5000-5999: Services And Other Operating Expenditures	District Funded	800.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	5,900.00
	LCFF - Base	500.00
	LCFF - Base	1,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	3,900.00
4000-4999: Books And Supplies	LCFF - Base	500.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	4,742.00
6000-6999: Capital Outlay	LCFF - Base	1,000.00
	LCFF - Supplemental	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	400.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	3,000.00
6000-6999: Capital Outlay	LCFF - Supplemental	500.00
2000-2999: Classified Personnel Salaries	Local Categorical	400.00

# School Site Council Membership

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

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

Name of Members	Role
Scott Thomsen	Principal
Leigh Choate	Other School Staff
Mary Ruiz	Parent or Community Member
Camica Edwards	Other School Staff
Ximena Diez-Jackson	Other School Staff
Ryan Galles	Parent or Community Member

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

## Recommendations and Assurances

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

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

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

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

### Signature

### Committee or Advisory Group Name

English Learner Advisory Committee


Other: School Climate Committee, Librarian, WEB Leaders, Peer Helper Advisors, Counseling

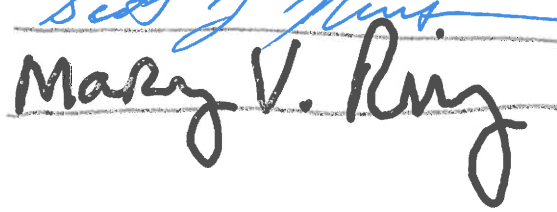
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

This SPSA was adopted by the SSC at a public meeting on 5/25/2016.

Attested:

  
Principal, Scott Thomsen on 6/17/2020

  
SSC Chairperson, Mary Ruiz on 6/17/2020

# Addendum

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

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

## Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

## Goal

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

## Basis for this Goal

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

## Expected Annual Measurable Outcomes

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

## Planned Strategies/Activities

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



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

## **Students to be Served by this Strategy/Activity**

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

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

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

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

## **Annual Review and Update**

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

### **Annual Measurable Outcomes**

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

### **Strategies/Activities**

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

## **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

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

## Budget Summary and Consolidation

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

### Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

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

A school may include additional information or more detail.

### Consolidation of Funds

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

# **Appendix A: Plan Requirements for Schools Funded Through the ConApp**

## **Basic Plan Requirements**

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

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

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

## Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

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

### **State or Local Programs**

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