

# The Single Plan for Student Achievement

**School:** Ralph Waldo Emerson Junior High School  
**CDS Code:** 57726786066245  
**District:** Davis Joint Unified School District  
**Principal:** Stacy Desideri  
**Revision Date:** September 24, 2014

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

**Contact Person:** Stacy Desideri  
**Position:** Principal  
**Phone Number:** (530) 757-5430  
**Address:** 2121 Calaveras Ave.  
Davis, CA 95616  
**E-mail Address:** sdesideri@djusd.net

**The District Governing Board approved this revision of the SPSA on .**

## Table of Contents

|  |    |
|--|----|
| School and Student Performance Data .....                  | 3  |
| Academic Performance Index by Student Group .....          | 3  |
| English-Language Arts Adequate Yearly Progress (AYP).....  | 4  |
| Mathematics Adequate Yearly Progress (AYP) .....           | 5  |
| Title III Accountability (School Data) .....               | 6  |
| Title III Accountability (District Data).....              | 7  |
| Planned Improvements in Student Performance .....          | 8  |
| School Goal #1 .....                                       | 8  |
| School Goal #2 .....                                       | 10 |
| School Goal #3 .....                                       | 15 |
| School Goal #4 .....                                       | 21 |
| School Goal #5 .....                                       | 23 |
| School Goal #6 .....                                       | 25 |
| Summary of Expenditures in this Plan .....                 | 27 |
| Total Allocations and Expenditures by Funding Source ..... | 27 |
| Total Expenditures by Goal .....                           | 28 |
| School Site Council Membership .....                       | 29 |
| Recommendations and Assurances.....                        | 30 |

## School and Student Performance Data

### Academic Performance Index by Student Group

| PROFICIENCY LEVEL | API GROWTH BY STUDENT GROUP |      |      |       |      |      |                  |      |      |       |      |      |
|-------------------|-----------------------------|------|------|-------|------|------|------------------|------|------|-------|------|------|
|                   | All Students                |      |      | White |      |      | African-American |      |      | Asian |      |      |
|                   | 2012                        | 2013 | 2014 | 2012  | 2013 | 2014 | 2012             | 2013 | 2014 | 2012  | 2013 | 2014 |
| Number Included   | 377                         | 381  |      | 240   | 233  |      | 14               | 10   |      | 45    | 44   |      |
| Growth API        | 897                         | 927  |      | 941   | 956  |      | 758              |      |      | 926   | 931  |      |
| Base API          | 895                         | 905  |      | 936   | 945  |      | 733              | 775  |      | 909   | 933  |      |
| Target            | A                           | A    |      | A     | A    |      |                  |      |      |       |      |      |
| Growth            | 2                           | 22   |      | 5     | 11   |      |                  |      |      |       |      |      |
| Met Target        | Yes                         | Yes  |      | Yes   | Yes  |      |                  |      |      |       |      |      |

| PROFICIENCY LEVEL | API GROWTH BY STUDENT GROUP |      |      |                  |      |      |                                 |      |      |                            |      |      |
|-------------------|-----------------------------|------|------|------------------|------|------|---------------------------------|------|------|----------------------------|------|------|
|                   | Hispanic                    |      |      | English Learners |      |      | Socioeconomically Disadvantaged |      |      | Students with Disabilities |      |      |
|                   | 2012                        | 2013 | 2014 | 2012             | 2013 | 2014 | 2012                            | 2013 | 2014 | 2012                       | 2013 | 2014 |
| Number Included   | 65                          | 58   |      | 41               | 41   |      | 82                              | 74   |      | 36                         | 24   |      |
| Growth API        | 742                         | 816  |      | 680              | 766  |      | 709                             | 795  |      | 557                        | 689  |      |
| Base API          | 768                         | 763  |      | 772              | 714  |      | 708                             | 735  |      | 577                        | 581  |      |
| Target            | 5                           | 5    |      |                  |      |      | 5                               | 5    |      |                            |      |      |
| Growth            | -26                         | 53   |      |                  |      |      | 1                               | 60   |      |                            |      |      |
| Met Target        | No                          | Yes  |      |                  |      |      | No                              | Yes  |      |                            |      |      |

Conclusions based on this data:

1.

## School and Student Performance Data

### English-Language Arts Adequate Yearly Progress (AYP)

| AYP<br>PROFICIENCY LEVEL       | ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP |      |       |       |      |       |                  |      |       |       |      |       |
|--------------------------------|---|------|-------|-------|------|-------|------------------|------|-------|-------|------|-------|
|                                | All Students  |      |       | White |      |       | African-American |      |       | Asian |      |       |
|                                | 2012  | 2013 | 2014  | 2012  | 2013 | 2014  | 2012             | 2013 | 2014  | 2012  | 2013 | 2014  |
| Participation Rate             | 100   | 99   |       | 99    | 99   |       | 100              | 84   |       | 100   | 100  |       |
| Number At or Above Proficient  | 194   | 238  |       | 132   | 163  |       | --               |      |       | 26    | 25   |       |
| Percent At or Above Proficient | 82.6  | 86.2 |       | 91.0  | 93.7 |       | --               | --   |       | 96.3  | 83.3 |       |
| AYP Target: ES/MS              | 78.4  | 89.2 | 100.0 | 78.4  | 89.2 | 100.0 | 78.4             | 89.2 | 100.0 | 78.4  | 89.2 | 100.0 |
| AYP Target: HS                 | 77.8  | 88.9 | 100.0 | 77.8  | 88.9 | 100.0 | 77.8             | 88.9 | 100.0 | 77.8  | 88.9 | 100.0 |
| Met AYP Criteria               | Yes   | Yes  |       | Yes   | Yes  |       | --               | --   |       | --    | --   |       |

| AYP<br>PROFICIENCY LEVEL       | ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP |      |       |                     |      |       |                                    |      |       |                               |      |       |
|--------------------------------|---|------|-------|---------------------|------|-------|------------------------------------|------|-------|-------------------------------|------|-------|
|                                | Hispanic  |      |       | English<br>Learners |      |       | Socioeconomically<br>Disadvantaged |      |       | Students with<br>Disabilities |      |       |
|                                | 2012  | 2013 | 2014  | 2012                | 2013 | 2014  | 2012                               | 2013 | 2014  | 2012                          | 2013 | 2014  |
| Participation Rate             | 100   | 100  |       | 100                 | 100  |       | 100                                | 97   |       | 100                           | 95   |       |
| Number At or Above Proficient  | 24  | 24   |       | 9                   | 12   |       | 28                                 | 30   |       | 6                             | 10   |       |
| Percent At or Above Proficient | 53.3  | 64.9 |       | 36.0                | 48.0 |       | 50.9                               | 60.0 |       | 24.0                          | 58.8 |       |
| AYP Target: ES/MS              | 78.4  | 89.2 | 100.0 | 78.4                | 89.2 | 100.0 | 78.4                               | 89.2 | 100.0 | 78.4                          | 89.2 | 100.0 |
| AYP Target: HS                 | 77.8  | 88.9 | 100.0 | 77.8                | 88.9 | 100.0 | 77.8                               | 88.9 | 100.0 | 77.8                          | 88.9 | 100.0 |
| Met AYP Criteria               | --  | --   |       | --                  | --   |       | Yes                                | Yes  |       | --                            | --   |       |

Conclusions based on this data:

1.

## School and Student Performance Data

### Mathematics Adequate Yearly Progress (AYP)

| AYP<br>PROFICIENCY LEVEL       | MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP |      |       |       |      |       |                  |      |       |       |      |       |
|--------------------------------|---|------|-------|-------|------|-------|------------------|------|-------|-------|------|-------|
|                                | All Students                                  |      |       | White |      |       | African-American |      |       | Asian |      |       |
|                                | 2012  | 2013 | 2014  | 2012  | 2013 | 2014  | 2012             | 2013 | 2014  | 2012  | 2013 | 2014  |
| Participation Rate             | 99  | 99   |       | 99    | 99   |       | 100              | 84   |       | 100   | 100  |       |
| Number At or Above Proficient  | 180   | 223  |       | 123   | 149  |       | --               |      |       | 22    | 28   |       |
| Percent At or Above Proficient | 76.9  | 80.8 |       | 84.8  | 85.6 |       | --               | --   |       | 81.5  | 93.3 |       |
| AYP Target: ES/MS              | 79.0  | 89.5 | 100.0 | 79.0  | 89.5 | 100.0 | 79.0             | 89.5 | 100.0 | 79.0  | 89.5 | 100.0 |
| AYP Target: HS                 | 77.4  | 88.7 | 100.0 | 77.4  | 88.7 | 100.0 | 77.4             | 88.7 | 100.0 | 77.4  | 88.7 | 100.0 |
| Met AYP Criteria               | No  | Yes  |       | Yes   | Yes  |       | --               | --   |       | --    | --   |       |

| AYP<br>PROFICIENCY LEVEL       | MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP |      |       |                     |      |       |                                    |      |       |                               |      |       |
|--------------------------------|---|------|-------|---------------------|------|-------|------------------------------------|------|-------|-------------------------------|------|-------|
|                                | Hispanic                                      |      |       | English<br>Learners |      |       | Socioeconomically<br>Disadvantaged |      |       | Students with<br>Disabilities |      |       |
|                                | 2012  | 2013 | 2014  | 2012                | 2013 | 2014  | 2012                               | 2013 | 2014  | 2012                          | 2013 | 2014  |
| Participation Rate             | 100   | 100  |       | 100                 | 100  |       | 100                                | 97   |       | 92                            | 95   |       |
| Number At or Above Proficient  | 23  | 23   |       | 12                  | 14   |       | 25                                 | 29   |       | 9                             | 5    |       |
| Percent At or Above Proficient | 51.1  | 62.2 |       | 48.0                | 56.0 |       | 45.5                               | 58.0 |       | 39.1                          | 29.4 |       |
| AYP Target: ES/MS              | 79.0  | 89.5 | 100.0 | 79.0                | 89.5 | 100.0 | 79.0                               | 89.5 | 100.0 | 79.0                          | 89.5 | 100.0 |
| AYP Target: HS                 | 77.4  | 88.7 | 100.0 | 77.4                | 88.7 | 100.0 | 77.4                               | 88.7 | 100.0 | 77.4                          | 88.7 | 100.0 |
| Met AYP Criteria               | --  | --   |       | --                  | --   |       | Yes                                | Yes  |       | --                            | --   |       |

Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (School Data)

| AMAO 1                       | Annual Growth |         |         |
|------------------------------|---------------|---------|---------|
|                              | 2012-13       | 2013-14 | 2014-15 |
| Number of Annual Testers     | 27            | 20      |         |
| Percent with Prior Year Data | 100.0%        | 100.0%  |         |
| Number in Cohort             | 27            | 20      |         |
| Number Met                   | --            | --      |         |
| Percent Met                  | --            | --      |         |
| NCLB Target                  | 57.5          | 59.0    | 59.0    |
| Met Target                   | *             | --      |         |

| AMAO 2           | Attaining English Proficiency |           |                         |           |                         |           |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
|                  | 2012-13                       |           | 2013-14                 |           | 2014-15                 |           |
|                  | Years of EL instruction       |           | Years of EL instruction |           | Years of EL instruction |           |
|                  | Less Than 5                   | 5 Or More | Less Than 5             | 5 Or More | Less Than 5             | 5 Or More |
| Number in Cohort | 19                            | 17        | 16                      | 9         |                         |           |
| Number Met       | --                            | --        | --                      | --        |                         |           |
| Percent Met      | --                            | --        | --                      | --        |                         |           |
| NCLB Target      | 21.4                          | 47.0      | 22.8                    | 49.0      | 22.8                    | 49.0      |
| Met Target       | *                             | *         | --                      | --        |                         |           |

| AMAO 3                          | Adequate Yearly Progress for English Learner Subgroup |         |         |
|---------------------------------|---|---------|---------|
|                                 | 2012-13   | 2013-14 | 2014-15 |
| <b>English-Language Arts</b>    |   |         |         |
| Met Participation Rate          | --  |         |         |
| Met Percent Proficient or Above | --  |         |         |
| <b>Mathematics</b>              |   |         |         |
| Met Participation Rate          | --  |         |         |
| Met Percent Proficient or Above | --  |         |         |

### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (District Data)

| AMAO 1                       | Annual Growth |         |         |
|------------------------------|---------------|---------|---------|
|                              | 2012-13       | 2013-14 | 2014-15 |
| Number of Annual Testers     | 665           | 670     |         |
| Percent with Prior Year Data | 98.5          | 98.5    |         |
| Number in Cohort             | 655           | 660     |         |
| Number Met                   | 426           | 443     |         |
| Percent Met                  | 65.0          | 67.1    |         |
| NCLB Target                  | 57.5          | 59.0    | 59.0    |
| Met Target                   | Yes           | Yes     |         |

| AMAO 2           | Attaining English Proficiency |           |                         |           |                         |           |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
|                  | 2012-13                       |           | 2013-14                 |           | 2014-15                 |           |
|                  | Years of EL instruction       |           | Years of EL instruction |           | Years of EL instruction |           |
|                  | Less Than 5                   | 5 Or More | Less Than 5             | 5 Or More | Less Than 5             | 5 Or More |
| Number in Cohort | 624                           | 225       | 649                     | 218       |                         |           |
| Number Met       | 176                           | 146       | 189                     | 139       |                         |           |
| Percent Met      | 28.2                          | 64.9      | 29.1                    | 63.8      |                         |           |
| NCLB Target      | 21.4                          | 47.0      | 22.8                    | 49.0      | 22.8                    | 49.0      |
| Met Target       | Yes                           | Yes       | Yes                     | Yes       |                         |           |

| AMAO 3                          | Adequate Yearly Progress for English Learner Subgroup at the LEA Level |           |         |
|---------------------------------|--|-----------|---------|
|                                 | 2012-13  | 2013-14   | 2014-15 |
| <b>English-Language Arts</b>    |  |           |         |
| Met Participation Rate          | Yes  | Yes       |         |
| Met Percent Proficient or Above | No   | No        |         |
| <b>Mathematics</b>              |  |           |         |
| Met Participation Rate          | Yes  | Yes       |         |
| Met Percent Proficient or Above | Yes  | Yes       |         |
| <b>Met Target for AMAO 3</b>    | <b>No</b>  | <b>No</b> |         |

### Conclusions based on this data:

1.

## Planned Improvements in Student Performance

### School Goal #1

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

|  |
|--|
| <b>SUBJECT: English Language Development</b>   |
| <b>LEA GOAL:</b>   |
|  |
| <b>SCHOOL GOAL #1:</b>   |
| <p>Our current reality: We have ____ students on campus who have either an EL or RFEP designation. _____ students across three grade levels are RFEP and ____ students across three grade levels are EL. According to the most recent STAR data, all of our EL students met their AMAO targets of obtaining annual CELDT proficiency. ____ of these students scored below or far below basic on their ELA tests and ____ scored at a basic level. All others were Proficient or Advanced. ____ students scored below or Far below basic on their Math CSTs and ____ were at the Basic level. All others were proficient or advanced. ____ students came after the STAR test had been taken and we have no scores for them.</p> <p>SMART Goal: It is our goal through ELD class support, Read 180, English 3D curriculum and other interventions that we will increase student performance by 2016 to a level of proficiency in the Common Core expectations for all students. We will still look for annual increases in CELDT levels as well.</p> |
| <b>Data Used to Form this Goal:</b>  |
| Date used to form this goal: AMAO reporting by the state; CELDT scores; CST scores; Common Core testing results  |
| <b>Findings from the Analysis of this Data:</b>  |
| The data analysis showed that while we are making improvements we must continue to focus, assess and monitor our EL students so that they can continue to move forward in CELDT levels and gain/maintain proficiency in ELA and Math   |
| <b>How the School will Evaluate the Progress of this Goal:</b>   |
| Annually evaluate CELDT progression; use data to target instruction; use grade and CST data to monitor improvements and provide feedback   |



| Actions to be Taken to Reach This Goal   | Timeline  | Person(s) Responsible   | Proposed Expenditure(s)  |      |                 |        |
|--|---|---|--|------|-----------------|--------|
|  |   |   | Description  | Type | Funding Source  | Amount |
| 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.<br>2. Ensure that staff members can identify EL or RFEP students on their rosters; know the CELDT level of each student on their roster and use appropriate strategies to assist these students (SDAIE) | Start Date :<br>4/4/2011<br>Completion Date :<br>6/6/2016 | Principal, EL teacher; all staff; District EL Coordinator and Professional Development Specialist | Teacher professional development                                   |      |                 |        |
| 1. Purchase EL adapted materials for all core subjects which will allow EL students to access the core curriculum within the general education settings as well as the ELD class<br>2. Purchase appropriate class materials<br>3. Look for educationally appropriate field trips for our EL students to provide for a wider variety of background knowledge and cultural instruction in supporting language acquisition        | Start Date :<br>4/4/2011<br>Completion Date :<br>6/6/2016 | Site Principal; EL teacher; Site Librarian  | Enhancing Curriculum/Materials and Supplies for EL                 |      | LCFF - Base     | 2,000  |
| Provide in-class EL support in core classes  | Start Date :<br>6/4/2012<br>Completion Date :<br>6/6/2016 | Site Principal  | Para Educator Salary to assist EL students (October through April) |      | LCFF - Base     | 3,000  |
| EL Paraeducator support of EL mandates   | Start Date :<br>6/4/2012<br>Completion Date :<br>6/6/2016 | District EL Coordinator   | Para Educator to maintain state-mandated EL documents              |      | District Funded | 1,500  |

## Planned Improvements in Student Performance

### School Goal #2

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

|  |
|--|
| <b>SUBJECT: School Climate</b>   |
| <b>LEA GOAL:</b>   |
|  |
| <b>SCHOOL GOAL #2:</b>   |
| Our current reality is that we have a safe school. Overall our students feel connected to the community and school based on their responses in the CA Healthy kids survey. We continue to look for ways to increase connectedness. Our suspensions and referrals are down as we have moved to a more relational- and restorative-based discipline process. Our district/site data shows a precipitous drop in suspensions (both in-school and at home) over the past two years and in particular with at-risk students or students of color. We continue to support Where Everybody Belongs (WEB), Peer Helping, and Diversity training to keep kids connected to school and engage in safe, positive behaviors. A new effort to increase the profile of intra- and extra-mural athletics will be undertaken as a way to further increase school spirit. |
| <b>Data Used to Form this Goal:</b>  |
| 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); weight of recycled materials received from Davis Waste Management; Increase in use of cafeteria recycling stations   |
| <b>Findings from the Analysis of this Data:</b>  |
| There has been much research to support the idea that safe, positive schools increase the ability of students to learn and promote learning. We know we must monitor our data to see how effective we are in meeting our goals.  |
| <b>How the School will Evaluate the Progress of this Goal:</b>   |
| *Observations from custodial staff. *Feedback from counselors and administration. *Feedback from students, staff, and parents. *Evaluation of discipline data.   |

| Actions to be Taken to Reach This Goal   | Timeline  | Person(s) Responsible   | Proposed Expenditure(s)                |      |                |        |
|--|---|---|--|------|----------------|--------|
|  |   |   | Description                            | Type | Funding Source | Amount |
| <p>1. Continue such leadership team opportunities as the WEB program, Diversity Trainings, Health Presentations, School wide assemblies / rallies, Red Ribbon Week, etc. These programs will continue to enhance the positive school climate and provide leadership opportunities for those involved.</p> <p>2. Continue to support the following school activities that promote a positive and healthy school climate: Diversity Training Program for all 7th graders, WEB (Where Everybody Belongs) Program for incoming 7th graders, Health presentations given by Leadership students to the 7th grade core classes, Red Ribbon Week activities, Bike Month, Assemblies ("Nightmare on Puberty Street" and "Secrets"), Latina Conference at UC Davis, Lunchtime Club Fair, Spring Play Day, and ELD Parent Dinner.</p> | <p>Start Date : 3/3/2011</p> <p>Completion Date : 6/10/2016</p> | <p>Principal, Vice Principal, Counselors, Leadership Teachers, Climate Committee, Emerson Staff</p> | <p>Curriculum enhancement/supports</p> |      |                |        |

| Actions to be Taken to Reach This Goal  | Timeline  | Person(s) Responsible  | Proposed Expenditure(s)                   |      |                |        |
|---|---|--|---|------|----------------|--------|
|   |   |  | Description                               | Type | Funding Source | Amount |
| <p>1. Promote activities with direct relationship to beautification, litter, and recycling, and create "School Site Beautification" club to work in conjunction with the Recycling Committee and the Garden Club and Student Leadership. Continued involvement of Leadership class in beautification and recycling.</p> <p>2. Continue the Adopt-A-Hallway program through the homeroom classes</p> <p>2. Work with the community and PTA to help us achieve these tasks The overall appearance of the campus will continue to improve as the beautification projects are developed and implemented</p> | <p>Start Date : 4/4/2011</p> <p>Completion Date : 6/10/2016</p> | Principal, Vice Principal, Leadership Staff, Club Advisors, Art Teacher, Emerson Staff | Recycling Program--RISE                   |      |                |        |
| <p>1. Continue to develop and implement WEB program for all incoming 7th grade students.</p> <p>2. Continue to support outreach and mentoring opportunities including Anti Bullying training at feeder elementary schools through student leadership groups like Peer Helpers</p> <p>3. Have quarterly WEB events with WEB leaders and their 7th grade groups</p> <p>4. Provide funds to support the program (materials, curriculum, games etc) which have direct benefit to incoming students</p>  | <p>Start Date : 3/4/2011</p> <p>Completion Date : 6/10/2016</p> | Leadership Teachers and Students, Principal, Vice Principal and Counselors             | WEB program teacher stipend and materials |      | LCFF - Base    | 1,000  |

| Actions to be Taken to Reach This Goal   | Timeline  | Person(s) Responsible | Proposed Expenditure(s)            |      |                |        |
|--|---|-----------------------|------------------------------------|------|----------------|--------|
|  |   |                       | Description                        | Type | Funding Source | Amount |
| 1.Continue to develop and implement the yearbook program   | Start Date :<br>4/4/2011<br>Completion Date :<br>6/10/2016  |                       | Yearbook Teacher Stipend (Centers) |      | LCFF - Base    | 3,000  |
| 1.Continue to develop and implement the Diversity Training program   | Start Date :<br>4/4/2011<br>Completion Date :<br>6/10/2016  |                       | Support Diversity Training program |      | LCFF - Base    | 3,500  |
| <p>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.</p> <p>2. Continue to utilize the school website to inform and offer involvement opportunities for parents and community members.</p> <p>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.</p> <p>4. Increase parent education through Parent Education Events offered via PTA and school outreach efforts.</p> <p>4. Utilize the local newspaper, feeder schools to invite/target audiences for Emerson events.</p> | Start Date :<br>4/19/2011<br>Completion Date :<br>6/10/2016 | All stakeholders      |                                    |      |                |        |

| Actions to be Taken<br>to Reach This Goal   | Timeline  | Person(s)<br>Responsible | Proposed Expenditure(s)         |      |                |        |
|---|---|--------------------------|---------------------------------|------|----------------|--------|
|   |   |                          | Description                     | Type | Funding Source | Amount |
| 1. Increase efforts to promote and publicize school athletics to the students, including complete lists of game schedules for extramural competitions.<br>2. Improve communication between the school/coaches and the parents/family of student athletes. Utilize the potential of parent volunteering and/or donations, where appropriate. | Start Date:<br>8/26/2015<br>Completion Date:<br>6/10/2016 |                          | Increase awareness of athletics |      |                |        |

## Planned Improvements in Student Performance

### School Goal #3

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

|  |
|--|
| <b>SUBJECT: Other</b>  |
| <b>LEA GOAL:</b>   |
|  |
| <b>SCHOOL GOAL #3:</b>   |
| <p>Our current reality: ____ percent of our ____ Latino students qualify as Socioeconomically Disadvantaged. ____ percent of our Asian population, ____ percent of our Filipino population, ____ percent of our Caucasian population, ____ percent of our African -American population and ____ percent of two or more races also qualify as Socioeconomically disadvantaged. The total number of students is ____ out of the entire site population of ____ .</p> <p>In addition, on our most recent ELA CST scores we had ____ percent of the population who took the test score at the Basic level. ____ percent were Below Basic and six percent were Far Below Basic. Our most recent Math CST data we had ____ percent of our Transition Math students score Basic, ____ percent Below Basic and ____ percent Far Below Basic. Our Algebra 1 students: ____ percent of 8th graders were Basic, ____ percent were Below Basic and ____ percent of our 9th graders were Basic in Algebra 1 and ____ percent were Below Basic. In our General Math classes our 8th grade students scored ____ percent Basic, ____ percent Below Basic and ____ percent Far Below Basic and our 9th graders scored ____ percent Basic, ____ percent Far Below Basic</p> <p>SMART Goal: These students are our at risk or "Gap" students. Each year we will review grade data and follow our RTI practice of seeking support for these students--which also includes interventions such as AVID, tutoring, Student Study Space and smaller math class sizes for our most at-risk math students.</p> |
| <b>Data Used to Form this Goal:</b>  |
| <p>Our local and state data (CST) indicate that our struggling populations are Latino, EL, SED. We do have other students who do not fit into these categories but receive 2 or more D's and F's on their quarter and semester grade reports.</p>  |
| <b>Findings from the Analysis of this Data:</b>  |
| <p>Emerson needs to focus on the ____ percent of our population which is not succeeding--this is based on an analysis of the STAR data which was disaggregated by ethnicity. Other than 9th grade AVID and Learning Center, we do not have specific structured interventions for struggling students within the school day.</p>  |
| <b>How the School will Evaluate the Progress of this Goal:</b>   |
| <p>Counselors and teachers will identify students who need intervention assistance based on the above listed criteria. We will monitor student progress and grades each grading period via the counseling office. We will use the RTI methodology of good first instruction and then appropriate interventions.</p>  |

| Actions to be Taken to Reach This Goal  | Timeline  | Person(s) Responsible   | Proposed Expenditure(s)   |      |                                |               |
|---|---|---|---|------|--------------------------------|---------------|
|   |   |   | Description   | Type | Funding Source                 | Amount        |
| 1. AVID Coordinator will continue to maintain AVID program certification<br>2. 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<br>3. Continue to establish classroom practices and programs in order to qualify as a "Highly Certified" AVID program.   | Start Date : 3/18/2011<br>Completion Date : 6/10/16 | Principal AVID coordinator Various staff                                | AVID Coordinator, .2 FTE  |      | District Funded                | 20,240        |
| 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<br>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<br>3. Continued implementation (with fidelity) to the Read180 program to assist struggling readers Targeted students will be those that fall into our Achievement Gap as defined in our Goal | Start Date : 4/4/2011<br>Completion Date : 6/10/16  | Principal; Vice Principal; Counselor; Math Department; READ 180 Teacher | Read180 Intervention Teacher, .2 FTE<br>Planners for RFEP and EL students as a tool for success |      | District Funded<br>LCFF - Base | 18,700<br>399 |



| Actions to be Taken to Reach This Goal  | Timeline  | Person(s) Responsible   | Proposed Expenditure(s)                    |      |                |        |
|---|---|---|--|------|----------------|--------|
|   |   |   | Description                                | Type | Funding Source | Amount |
| Continue to fund the Student Study Space Program, which is a voluntary homework club where students can get homework assistance after school  | Start Date : 4/4/2011<br>Completion Date : 6/10/16  | Principal; Vice Principal, Counselors; Various Teaching Staff; UCD Tutors   | After School intervention for all students |      | LCFF - Base    | 4,800  |
| 1. Align curriculum to agreed upon essential standards for each course<br>2. Set appropriate pacing to cover essential standards<br>3. Develop formative assessments (content embedded) to gather data which will be used to target instruction and increase student understanding of key standards<br>4. Teaches in core disciplines will be provided with the names of students who fall into the D & F list and will work with them via differentiated instruction, referral to student study space, or other interventions to bring them up a performance band<br>5. Teachers will recommend interventions for in core subjects for students who fall below a grade of C during monthly student support review meetings<br>6. Where appropriate, teachers will identify enrichment opportunities for students via field trips | Start Date : 4/26/2011<br>Completion Date : 6/10/16 | All core teaching staff, Department Heads, Principal, Vice Principal, Counselors, Librarian, Special Education teachers |  |      |                |        |

| Actions to be Taken to Reach This Goal  | Timeline   | Person(s) Responsible  | Proposed Expenditure(s)                  |      |                    |            |
|---|--|--|--|------|--------------------|------------|
|   |  |  | Description                              | Type | Funding Source     | Amount     |
| <p>1. Provide funding which will allow teachers to use ancillary materials/curriculum (Board/District approved--aligned to standards) to support learning in the core subject areas</p> <p>2. Provide funds to purchase modified curriculum/materials (Board/District approved- aligned to standards) to support Special Education students in accessing general education core content</p> | <p>Start Date : 4/26/2011</p> <p>Completion Date : 6/10/16</p> | <p>Core Subject area staff, Special Education staff, Librarian, Principal, Vice Prinicipal</p> | <p>Curriculum, Instruction/Materials</p> |      | <p>LCFF - Base</p> | <p>400</p> |
| <p>1. Continue to utilize tutors from the UCD ED 100 class to assist in core subject areas where 20 percent or more of students are identified as Basic, Below Basic and Far Below basic on the performance bands</p> <p>2. Seek out other parent/community group assistance for mentors and volunteers</p>   | <p>Start Date : 4/26/2011</p> <p>Completion Date :6/10/16</p>  | <p>Principal, Vice Principal, Counselors, Staff</p>  |  |      |                    |            |

| Actions to be Taken to Reach This Goal  | Timeline  | Person(s) Responsible   | Proposed Expenditure(s)   |      |                                    |        |
|---|---|---|---------------------------|------|------------------------------------|--------|
|   |   |   | Description               | Type | Funding Source                     | Amount |
| 1. Align curriculum to essential standards for each course<br>2. Teachers will set appropriate pacing to cover essential standards<br>3. Formative assessments will be used to target instruction for student success<br>4. Teachers will be provided with names of students who fall into the Basic, Below Basic and Far Below Basic bands so that they may make appropriate interventions or enrichment opportunities available<br>5. Non academic elective teachers will have time to meet and collaborate on their own curriculum during collaborative choice days or department meeting days | Start Date : 4/27/2011<br>Completion Date : 6/10/16 | All elective teachers, Principal, Vice Principal and counselors |                           |      |                                    |        |
| Provide funding which will allow teachers purchase needed materials or supports for the elective classes and AIM  | Start Date : 4/27/2011<br>Completion Date : 6/10/16 | All elective teachers, Principal, Vice Principal                | Curriculum/materials      |      | LCFF - Base                        | 400    |
|   |   |   | Choir Accompanist support |      | LCFF - Base                        | 600    |
| 1. Work with DSOMA, PTA and other local organizations to build financial support for our elective programs<br>2. Contact UCD Music Department for possible assistance--accompanists--other help/tutoring for music<br>3. Work with the music department to explore funding options<br>4. Work with the art teacher and other elective teachers for funding ideas for their classes<br>5. Work with the academic elective teachers to identify resources for their programs<br>6. Develop action plans with each of these groups and delegate tasks  | Start Date : 4/27/2011<br>Completion Date : 6/10/16 | Elective Teachers, Principal and Vice Principal                 | Choir Accompanist support |      | Parent-Teacher Association (PTA/O) |        |



## Planned Improvements in Student Performance

### School Goal #4

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

|  |
|--|
| <b>SUBJECT: Library Improvement</b>  |
| <b>LEA GOAL:</b>   |
|  |
| <b>SCHOOL GOAL #4:</b>   |
| <p>Our current reality: We support school wide learning by allocating monies to promoting both print and media literacy, content area support, opportunities for research, curriculum development via collaboration with staff and connecting students to a wide range of library activities. We have ____ number of students attending Student Study Space after school on average in the library. We have 5 days a week when the library is being used every period. We have around 15 students attending our READ club on a monthly/weekly basis. We have 60 - 80 students on average using the library at lunch each day.</p> <p>SMART Goal: It is the goal of the Emerson library to support school wide learning by promoting both print and media literacy, content area support, opportunities for research, curriculum development via collaboration with staff and connecting students to a wide range of library activities. We have reached our goals of an updated library and computer lab. Now we need to continue to train teachers how to use instructional technology.</p> |
| <b>Data Used to Form this Goal:</b>  |
| There is a wide base of research which correlates strong library programs with student success in school.  |
| <b>Findings from the Analysis of this Data:</b>  |
|  |
| <b>How the School will Evaluate the Progress of this Goal:</b>   |
| <ol style="list-style-type: none"><li>1. Measuring outcomes are mostly anecdotal reports from staff, student and parents although formal studies in other states prove that students who attend schools with fully staffed and adequately supplied libraries achieve higher scores on standardized tests.</li><li>2. We will keep a library use log for both students and teachers.</li></ol>  |

| Actions to be Taken to Reach This Goal  | Timeline  | Person(s) Responsible | Proposed Expenditure(s)                               |      |                |        |
|---|---|-----------------------|---|------|----------------|--------|
|   |   |                       | Description   | Type | Funding Source | Amount |
| 1. Librarian will work with departments to find ways to incorporate Information and media literacy units into our core curricular areas which support the "Big 6".<br>2. Librarian will participate in Department Head meetings<br>3. Librarian will participate as needed in Department and Grade Level meetings to support student achievement<br>4. Librarian will encourage increased student attendance in the library before, during and after school | Start Date : 4/19/2011<br>Completion Date : 6/10/16 | Principal, Librarian  | Development of informational texts and media literacy |      | LCFF - Base    | 1,000  |
| 1. Continue the process of weeding outdated materials<br>2. Monitor and log new purchases to update collections--survey areas of large need<br>3. New purchases will focus on digital access to required curriculum through use of e-readers, playaways, and other online media   | Start Date : 4/26/2011<br>Completion Date : 6/10/16 | Principal, Librarian  | Resources to support library collection               |      | LCFF - Base    | 1,934  |

## Planned Improvements in Student Performance

### School Goal #5

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

|  |
|--|
| <b>SUBJECT: Professional Development</b>   |
| <b>LEA GOAL:</b>   |
|  |
| <b>SCHOOL GOAL #5:</b>   |
| <p>Our current reality: We do not have an extensive budget to send teachers for professional development, but we are committed to finding resources and ways to send staff to professional development. We sponsor AVID conferences and send several teachers each year to attend sessions. We have gathered together a team of 3 teachers to assist in developing staff knowledge of Technology and begun site led training sessions with them. Three Emerson staff have begun participating in instructional rounds, and many staff have received release time to work on curriculum development. The entire Spanish department has written mini-grants to develop curriculum mapping. The whole Social Science department has attended a common workshop on _____. These people make up more than 50% of the staff.</p> <p>SMART Goal: It is our goal to support teachers with training that will assist them in developing their content knowledge, new teaching methodologies and pedagogical practices which will enable us to engage students in learning. It is our goal to send half the staff (10 teachers) to PD conferences throughout the year and to develop staff-led training. Site funds, PTA Grant funds, and/or Tandem Grant funds will support the cost.</p> |
| <b>Data Used to Form this Goal:</b>  |
| Professional development is part of creating a collaborative culture of improvement. (Effective Schools Research, Marzano, Du Four).   |
| <b>Findings from the Analysis of this Data:</b>  |
| Each year we will discuss as a site which trainings are open and available to teachers.  |
| <b>How the School will Evaluate the Progress of this Goal:</b>   |
| Departments and grade level meetings and staff collaborative time will be used to discuss and assess training.   |

| Actions to be Taken to Reach This Goal   | Timeline  | Person(s) Responsible | Proposed Expenditure(s)              |      |                 |        |
|--|---|-----------------------|--------------------------------------|------|-----------------|--------|
|  |   |                       | Description                          | Type | Funding Source  | Amount |
| 1. To provide a variety of training and professional development opportunities for staff which will enable us to have ongoing discussions about best practices.<br>2. To continue developing our site as a professional learning community and using best practices, training, allocation of time and resources to impact student achievement<br>3. To pursue and use the Academic Conferencing Days given to us by the district to facilitate the development and on going work of our site on teacher collaboration/data analysis to support student achievement | Start Date : 4/19/2011<br>Completion Date : 6/10/16 | All staff             | Release days for PLC efforts         |      | District Funded | 6,000  |
|  |   |                       | AVID conference for several teachers |      | LCFF - Base     | 500    |
|  |   |                       | Professional Development for staff   |      | LCFF - Base     | 1,000  |



## Planned Improvements in Student Performance

### School Goal #6

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

|   |
|---|
| <b>SUBJECT: Technology</b>  |
| <b>LEA GOAL:</b>  |
|   |
| <b>SCHOOL GOAL #6:</b>  |
| Our current reality: In the past two years we have developed a site technology plan and taken an inventory of our site technology needs. We currently have all classrooms with equivalent classroom technology. We have four district funded chromebook carts, and one iPad cart to support classroom use of technology. In the 2015-2016 school year, our school will be wired for Wifi on the entire campus. 2 teachers serve as Chromebook Managers on site, and three teachers have been offering both Chromebook and Hapara trainings. Teachers are increasing access to technology in the classroom, and practice of online Computer Adaptive Testing to support the SBAC assessment. |
| <b>Data Used to Form this Goal:</b>   |
| There is a wide body of research which indicates that integrating technology into our teaching engages students and teaches them skills in media literacy as well as teaching them core content.  |
| <b>Findings from the Analysis of this Data:</b>   |
| Our school site needs to maintain the current availability of technology in classrooms, the labs and in the library to meet the 21st century learning needs of our students. In addition, our site needs to continue teacher training of effective technology use in classrooms.  |
| <b>How the School will Evaluate the Progress of this Goal:</b>  |
| We will collect our own site technological data and create a site plan for technology use, training and replacement   |

| Actions to be Taken to Reach This Goal   | Timeline  | Person(s) Responsible  | Proposed Expenditure(s) |      |                |        |
|--|---|--|-------------------------|------|----------------|--------|
|  |   |  | Description             | Type | Funding Source | Amount |
| 1. Develop a site technology plan which aligns with the district technology plan<br>2. Seek out funding sources to replace obsolete or broken technological equipment<br>3. Support instruction by maintaining and expanding technological resources | Start Date : 4/19/2011<br>Completion Date : 6/10/16 | Principal, Vice Prinicipal, Site Tech, District Office, Teachers |                         |      |                |        |

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

| Total Allocations by Funding Source |            |                                    |
|-------------------------------------|------------|------------------------------------|
| Funding Source                      | Allocation | Balance (Allocations-Expenditures) |
| District Funded                     | 46,440     | 0.00                               |
| LCFF - Base                         | 23,533     | 0.00                               |

| Total Expenditures by Funding Source |                    |
|--------------------------------------|--------------------|
| Funding Source                       | Total Expenditures |
| District Funded                      | 46,440.00          |
| LCFF - Base                          | 23,533.00          |

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 6,500.00           |
| Goal 2      | 7,500.00           |
| Goal 3      | 45,539.00          |
| Goal 4      | 2,934.00           |
| Goal 5      | 7,500.00           |

## 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:

| Name of Members                             | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Stacy Desideri                              | X         |                   |                    |                            |                    |
| Gerri Brown                                 |           |                   |                    | X                          |                    |
| Parvash Vaziri                              |           |                   |                    | X                          |                    |
| Bob Bain                                    |           |                   |                    | X                          |                    |
| Michele Salisbury                           |           |                   | X                  |                            |                    |
| Carlette Hartsough                          |           | X                 |                    |                            |                    |
| Tim Fahlen                                  |           | X                 |                    |                            |                    |
| Chris McDermott                             |           | X                 |                    |                            |                    |
| Megan Kennedy                               |           |                   |                    |                            | X                  |
| <b>Numbers of members of each category:</b> | <b>1</b>  | <b>2</b>          | <b>1</b>           | <b>3</b>                   | <b>1</b>           |

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

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

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

School Climate Committee

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Stacy Desideri

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Parvash Vaziri

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

# Budget By Expenditures

## Ralph Waldo Emerson Junior High School

**Funding Source: District Funded**

**\$46,440.00 Allocated**

| Proposed Expenditure                                  | Object Code | Amount      | Goal                         | Action  |
|---|-------------|-------------|------------------------------|---|
| AVID Coordinator, .2 FTE                              |             | \$20,240.00 | Other                        | 1. AVID Coordinator will continue to maintain AVID program certification<br>2. 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<br>3. Continue to establish classroom practices and programs in order to qualify as a "Highly Certified" AVID program.   |
| Read180 Intervention Teacher, .2 FTE                  |             | \$18,700.00 | Other                        | 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<br>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<br>1. Targeted students will be those who fall into our Achievement Gap as defined in our Goal<br>3. Continued implementation (with fidelity) to the Read180 program to assist struggling readers<br>Targeted students will be those that fall into our Achievement Gap as defined in our Goal |
| Para Educator to maintain state-mandated EL documents |             | \$1,500.00  | English Language Development | EL Paraeducator support of EL mandates  |
| Release days for PLC efforts                          |             | \$6,000.00  | Professional Development     | 1. To provide a variety of training and professional development opportunities for staff which will enable us to have ongoing discussions about best practices.<br>2. To continue developing our site as a professional learning community and using best practices, training, allocation of time and resources to impact student achievement<br>3. To pursue and use the Academic Conferencing Days given to us by the district to facilitate the development and on going work of our site on teacher collaboration/data analysis to support student achievement  |

## Ralph Waldo Emerson Junior High School

District Funded Total Expenditures: \$46,440.00

District Funded Allocation Balance: \$0.00

### Funding Source: LCFF - Base

**\$23,533.00 Allocated**

| Proposed Expenditure   | Object Code | Amount     | Goal                         | Action   |
|--|-------------|------------|------------------------------|--|
| AVID conference for several teachers                               |             | \$500.00   | Professional Development     | 1. To provide a variety of training and professional development opportunities for staff which will enable us to have ongoing discussions about best practices.2. To continue developing our site as a professional learning community and using best practices, training, allocation of time and resources to impact student achievement3. To pursue and use the Academic Conferencing Days given to us by the district to facilitate the development and on going work of our site on teacher collaboration/data analysis to support student achievement |
| Professional Development for staff                                 |             | \$1,000.00 | Professional Development     | 1. To provide a variety of training and professional development opportunities for staff which will enable us to have ongoing discussions about best practices.2. To continue developing our site as a professional learning community and using best practices, training, allocation of time and resources to impact student achievement3. To pursue and use the Academic Conferencing Days given to us by the district to facilitate the development and on going work of our site on teacher collaboration/data analysis to support student achievement |
| Enhancing Curriculum/Materials and Supplies for EL                 |             | \$2,000.00 | English Language Development | 1. Purchase EL adapted materials for all core subjects which will allow EL students to access the core curriculum within the general education settings as well as the ELD class 2. Purchase appropriate class materials 3. Look for educationally   |
| Para Educator Salary to assist EL students (October through April) |             | \$3,000.00 | English Language Development | Provide in-class EL support in core classes  |



## Ralph Waldo Emerson Junior High School

|   |            |                |   |
|---|------------|----------------|---|
| WEB program teacher stipend and materials               | \$1,000.00 | School Climate | 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 Helpers3. 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  |
| Yearbook Teacher Stipend (Centers)                      | \$3,000.00 | School Climate | 1.Continue to develop and implement the yearbook program  |
| Support Diversity Training program                      | \$3,500.00 | School Climate | 1.Continue to develop and implement the Diversity Training program  |
| Planners for RFEP and EL students as a tool for success | \$399.00   | Other          | 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 Goal2. 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 Goal3. Continued implementation (with fidelity) to the Read180 program to assist struggling readers Targeted students will be those that fall into our Achievement Gap as defined in our Goal |
| After School intervention for all students              | \$4,800.00 | Other          | Continue to fund the Student Study Space Program, which is a voluntary homework club where students can get homework assistance after school  |
| Curriculum, Instruction/Materials                       | \$400.00   | Other          | 1. Provide funding which will allow teachers to use ancillary materials/curriculum (Board/District approved--aligned to standards) to support learning in the core subject areas 2. Provide funds to purchase modified curriculum/materials (Board/District approved- aligned to standards) to support Special Education students in accessing general education core content   |
| Curriculum/materials                                    | \$400.00   | Other          | Provide funding which will allow teachers purchase needed materials or supports for the elective classes and AIM  |
| Choir Accompanist support                               | \$600.00   | Other          | Provide funding which will allow teachers purchase needed materials or supports for the elective classes and AIM  |

## Ralph Waldo Emerson Junior High School

|   |            |                     |   |
|---|------------|---------------------|---|
| Development of informational texts and media literacy | \$1,000.00 | Library Improvement | 1. Librarian will work with departments to find ways to incorporate Information and media literacy units into our core curricular areas which support the "Big 6".<br>2. Librarian will participate in Department Head meetings<br>3. Librarian will participate as needed in Department and Grade Level meetings to support student achievement<br>4. Librarian will encourage increased student attendance in the library before, during and after school |
| Resources to support library collection               | \$1,934.00 | Library Improvement | 1. Continue the process of weeding outdated materials<br>2. Monitor and log new purchases to update collections--survey areas of large need<br>3. New purchases will focus on digital access to required curriculum through use of e-readers, playaways, and other online media   |

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LCFF - Base Total Expenditures: \$23,533.00

LCFF - Base Allocation Balance: \$0.00

Ralph Waldo Emerson Junior High School Total Expenditures: \$69,973.00