

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
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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:

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

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School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 7	172	168	97.7	168	2597.9	29	46	15	10
Grade 8	151	139	92.1	138	2631.7	40	40	13	6
All Grades	323	307	95.0	306		34	43	14	8

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 7	39	49	12	49	41	10	29	63	8	39	52	10
Grade 8	55	36	9	50	40	10	29	64	7	53	37	10
All Grades	46	43	10	50	41	10	29	64	8	45	45	10

Conclusions based on this data:

1. 9% of our seventh graders tested have nearly met the standards, and 5% of the eighth graders have nearly met the standards in English Language Arts..
2. 6% of our seventh graders tested have not met the standards, and 8% of our eighth graders have not met the standards in English Language Arts.
3. Due to some gaps in the provided data on this form, conclusions are less focused. Although there are data about the number of students who scored in each band, the number does not match the number of students tested, so the conclusions are incomplete. However, it appears that at least 44% of the Emerson seventh graders are at or above standard, and 57% of the Emerson eighth graders are at or above standard.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 7	172	170	98.8	170	2621.0	54	25	12	10
Grade 8	151	145	96.0	144	2644.8	54	19	13	13
All Grades	323	315	97.5	314		54	22	12	11

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 7	66	20	14	55	35	10	52	41	7
Grade 8	60	22	18	55	37	8	51	38	11
All Grades	63	21	16	55	36	9	52	39	9

Conclusions based on this data:

- 7% of our seventh graders tested have nearly met the standards, and 5% of the eighth graders have nearly met the standards in Math.
- 9% of our seventh graders have not met the standards, and 9% of our eighth graders have not met the standards in Math.
- Due to some gaps in the provided data on this form, conclusions are less focused. Although there are data about the number of students who scored in each band, the number does not match the number of students tested, so the conclusions are incomplete. However, it appears that at least 46% of the Emerson seventh graders are at or above standard, and 61% of the Emerson eighth graders are at or above standard.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	20	19	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	20	19	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	59.0	60.5%	
Met Target	--	--	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	16	9	9	12		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	--	--	--	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		--	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		--	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1. We have a small number of English Language Learners, and due to our proximity and relationship with the University, often our students are here for a very limited time while their parents complete a sabbatical. This makes pulling longitudinal data challenging, as the information listed may not reflect the same students from year to year.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	670	649	
Percent with Prior Year Data	98.5	98.8	
Number in Cohort	660	641	
Number Met	443	431	
Percent Met	67.1	67.2	
NCLB Target	59.0	60.5%	60.5%
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	649	218	673	203		
Number Met	189	139	190	137		
Percent Met	29.1	63.8	28.2	67.5		
NCLB Target	22.8	49.0	24.2%	50.9%	24.2%	50.9%
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	Yes		
Met Target for AMAO 3	No		

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:

SUBJECT: English Language Development
LEA GOAL:
SCHOOL GOAL #1:
<p>Our current reality: Our current reality: We have 74 students on campus who have either an EL or RFEP designation. 43 students across three grade levels are RFEP and 31 students across three grade levels are EL. 9 of our students are considered Long Term English Learners (LTEL). According to the most recent data, all but 2 of our EL students met their AMAO targets of obtaining annual CELDT proficiency. We are awaiting the 2016 SBAC scores for ELA and Math.</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 as measured in reclassification, performance in academic courses and SBAC proficiency in the Common Core expectations for all students. We will still look for annual increases in CELDT levels as well.</p>
Data Used to Form this Goal:
Date used to form this goal: AMAO reporting by the state; CELDT scores; academic performance in core classes; SBAC testing results
Findings from the Analysis of this Data:
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
How the School will Evaluate the Progress of this Goal:
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. 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 : 4/4/2011 Completion Date : 6/2017	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 2. Purchase appropriate class materials 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 : 4/4/2011 Completion Date : 6/7/2017	Site Principal; EL teacher; Site Librarian	Enhancing Curriculum/Materials and Supplies for EL		LCFF - Supplemental	2,000
Provide in-class EL support in core classes	Start Date : 6/4/2012 Completion Date : 6/7/2017	Site Principal	Para Educator Salary to assist EL students (October through April)		LCFF - Supplemental	3,000
EL Paraeducator support of EL mandates	Start Date : 6/4/2012 Completion Date : 6/7/2017	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:

SUBJECT: School Climate
LEA GOAL:
SCHOOL GOAL #2:
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, but a new survey, the Youth Truth survey, was initiated this year and gave us some new feedback about areas for potential growth. The areas of intense focus will be increasing a feeling of positive school climate through school connectedness and positive relationships with adults on campus. 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 healthy reduction in suspensions (at home suspensions dropped from 36 to 27) over the past year, although we still do observe an overrepresentation for our Hispanic students. 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 significant number of our students participate in both athletics both at Emerson (grades 7 and 8) and new efforts to increase the profile of intra- and extra-mural athletics will be undertaken as a way to further increase school spirit.
Data Used to Form 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.
Findings from the Analysis of this Data:
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.
How the School will Evaluate the Progress of this Goal:
*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, student conferences, Lunchtime Club Fair, Spring Play Day, and ELD Parent Dinner.</p>	<p>Start Date : 3/3/2011</p> <p>Completion Date : 6/10/2017</p>	<p>Principal, Vice Principal, Counselors, Leadership Teachers, Climate Committee, Emerson Staff</p>	Curriculum enhancement/supports			

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" efforts 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 : 6/10/2017</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>5. Collect exit surveys from 7th grade WEB participants to rate effectiveness of the program.</p>	<p>Start Date : 3/4/2011</p> <p>Completion Date : 6/10/2017</p>	Leadership Teachers and Students, Principal, Vice Principal and Counselors	WEB program teacher VSA 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 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.	Start Date : 4/4/2011 Completion Date : 6/10/2017		Support Diversity Training program		LCFF - Supplemental	4,500
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.	Start Date : 4/19/2011 Completion Date : 6/10/2017	All stakeholders				

Actions to be Taken to Reach This Goal	Timeline	Person(s) 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. 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: 8/26/2015 Completion Date: 6/10/2017		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:

SUBJECT: Other
LEA GOAL:
SCHOOL GOAL #3:
80 of our students qualify as Socioeconomically disadvantaged , as evidenced by our numbers who are on Free and Reduced Lunch. This is a decrease down from 86 last year. This number reflects 17.9% of our student body. In addition, 16% of our 7th grade class has an overall performance percentage of less than 70% across all their classes (24 students). 8% of our 8th grade class has an overall average of less than 70% (15 students) and 3% of our 9th grade class has less than 70% average (6 students). 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 gap."
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.
Data Used to Form this Goal:
Our local and state data (CST) indicate that our struggling populations are Latino, EL, SED and Special Education students. 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.
Findings from the Analysis of this Data:
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. We have a number of classes designed to support students in the gap: In addition to After School Study Space which supports all students academically regardless of need, we offer AVID at all three grade levels, Reading Lab for all three grade levels, and a new course called Math Clinic, which is designed to focus targeted support for 9th graders who are struggling below grade level in Math.
How the School will Evaluate the Progress of this Goal:
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. We hold grade levels on a monthly schedule to monitors

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 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 3. Continue to establish classroom practices and programs in order to qualify as a "Highly Certified" AVID program.	Start Date : 3/18/2011 Completion Date : 6/10/17	Principal AVID coordinator Various staff	AVID Coordinator, .2 FTE		District Funded	20,000
			AVID Tutors		District Funded	3,500
			AVID class materials, curriculum, resource texts, recruiting expenses & field trips (not including subs)		District Funded	3,300
			AVID Summer Institute (5 participants, including administrator)		District Funded	4,000
			Sacramento County Office of Education Collaborative AVID Professional Development (not including subs)		District Funded	600
			AVID Materials, guest speakers, and supplies		LCFF - Supplemental	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>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</p> <p>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</p> <p>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</p>	<p>Start Date : 4/4/2011</p> <p>Completion Date : 6/10/17</p>	<p>Principal; Vice Principal; Counselor; Math Department; READ 180 Teacher</p>	Read180 Intervention Teacher, .2 FTE		District Funded	19,000
			Planners for RFEP and EL students as a tool for success		LCFF - Supplemental	400
Continue to fund the Student Study Space Program, which is a voluntary homework club where students can get homework assistance after school	<p>Start Date : 4/4/2011</p> <p>Completion Date : 6/10/17</p>	<p>Principal; Vice Principal, Counselors; Various Teaching Staff; UCD Tutors</p>	After School intervention		LCFF - Base	2,400
			After School intervention		LCFF - Supplemental	2,400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Align curriculum to agreed upon essential standards for each course 2. Set appropriate pacing to cover essential standards 3. Develop formative assessments (content embedded) to gather data which will be used to target instruction and increase student understanding of key standards 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 5. Teachers will recommend interventions for in core subjects for students who fall below a grade of C during monthly student support review meetings 6. Where appropriate, teachers will identify enrichment opportunities for students via field trips	Start Date : 4/26/2011 Completion Date : 6/10/17	All core teaching staff, Department Heads, Principal, Vice Principal, Counselors, Librarian, Special Education teachers				
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	Start Date : 4/26/2011 Completion Date : 6/10/17	Core Subject area staff, Special Education staff, Librarian, Principal, Vice Prinicipal	Curriculum, Instruction/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 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 2. Seek out other parent/community group assistance for mentors and volunteers	Start Date : 4/26/2011 Completion Date :6/10/17	Principal, Vice Principal, Counselors, Staff				
1. Align curriculum to essential standards for each course 2. Teachers will set appropriate pacing to cover essential standards 3. Formative assessments will be used to target instruction for student success 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 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 Completion Date :6/10/17	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 Completion Date : 6/10/17	All elective teachers, Principal, Vice Principal	Curriculum/materials Choir Accompanist support		LCFF - Base LCFF - Base	1,000 600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Work with DSOMA, PTA and other local organizations to build financial support for our elective programs 2. Contact UCD Music Department for possible assistance--accompanists--other help/tutoring for music 3. Work with the music department to explore funding options 4. Work with the art teacher and other elective teachers for funding ideas for their classes 5. Work with the academic elective teachers to identify resources for their programs 6. Develop action plans with each of these groups and delegate tasks	Start Date : 4/27/2011 Completion Date : 6/10/17	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:

SUBJECT: Library Improvement
LEA GOAL:
SCHOOL GOAL #4:
<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 15-30 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>
Data Used to Form this Goal:
There is a wide base of research which correlates strong library programs with student success in school.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
<ol style="list-style-type: none">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.2. We will keep a library use log for both students and teachers.

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". 2. Librarian will participate in Department Head meetings 3. Librarian will participate as needed in Department and Grade Level meetings to support student achievement 4. Librarian will encourage increased student attendance in the library before, during and after school	Start Date : 4/19/2011 Completion Date : 6/10/16	Principal, Librarian	Development of informational texts and media literacy		LCFF - Base	1,000
			Development of digital resources via Overdrive online library system		LCFF - Base	1,608
			Development of digital resources via Overdrive online library system		LCFF - Supplemental	460
1. Continue the process of weeding outdated materials 2. Monitor and log new purchases to update collections--survey areas of large need 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 Completion Date : 6/10/16	Principal, Librarian	Resources to support library collection		LCFF - Base	1,000

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:

SUBJECT: Professional Development
LEA GOAL:
SCHOOL GOAL #5:
<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 to continue developing the common core curricula. 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>
Data Used to Form this Goal:
Professional development is part of creating a collaborative culture of improvement. (Effective Schools Research, Marzano, Du Four).
Findings from the Analysis of this Data:
Each year we will discuss as a site which trainings are open and available to teachers.
How the School will Evaluate the Progress of this Goal:
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. 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 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 Completion Date : 6/10/16	All staff	Release days for PLC efforts		District Funded	6,000
			Professional Development for staff		LCFF - Base	2,000

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:

SUBJECT: Technology
LEA GOAL:
SCHOOL GOAL #6:
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 eight district funded chromebook carts, and one iPad cart to support classroom use of technology. In the 2015-2016 school year, our school was 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. Currently, there exists a digital divide between students who can access online and digital instruction from home.
Data Used to Form this Goal:
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.
Findings from the Analysis of this Data:
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. Our site needs to continue teacher training of effective technology use in classrooms. In addition, we need to begin developing a lending library of devices to begin to close the digital divide.
How the School will Evaluate the Progress of this Goal:
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 2. Seek out funding sources to replace obsolete or broken technological equipment 3. Support instruction by maintaining and expanding technological resources	Start Date : 4/19/2011 Completion Date : 6/10/16	Principal, Vice Prinicipal, Site Tech, District Office, Teachers				
1. Develop a site library of chromebooks, graphing calculators and e-readers to close the digital divide and allow more students access to online media and instructional supplies.	Start Date: 6/2016 Completion Date: 6/10/17	Principal, Vice Principal, District Technology, Librarian, Teachers	Site library of technology		LCFF - Base	1,600

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	56,100	-1,800.00
LCFF - Base	13,208	0.00
LCFF - Supplemental	13,260	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	57,900.00
LCFF - Base	13,208.00
LCFF - Supplemental	13,260.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	6,500.00
Goal 2	5,500.00
Goal 3	58,700.00
Goal 4	4,068.00
Goal 5	8,000.00
Goal 6	1,600.00

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				
Jeff Miller				X	
Parshaw Vaziri				X	
Bob Bain				X	
Michele Salisbury			X		
Mele Echiburu		X			
Jason Teves		X			
Pam DeWitt			X		
Numbers of members of each category:	1	3	1	3	1

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, Librarian, WEB Leaders, Peer Helper Advisors,
Counseling

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 5/25/2016.

Attested:

Stacy Desideri

Typed Name of School Principal

Signature of School Principal

Date

Bob Bain

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Budget By Expenditures

Ralph Waldo Emerson Junior High School

Funding Source: District Funded

\$56,100.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Para Educator to maintain state-mandated EL documents		\$1,500.00	English Language Development	EL Paraeducator support of EL mandates
AVID Coordinator, .2 FTE		\$20,000.00	Other	1. AVID Coordinator will continue to maintain AVID program certification2. 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 AVID3. Continue to establish classroom practices and programs in order to qualify as a "Highly Certified" AVID program.
AVID Tutors		\$3,500.00	Other	1. AVID Coordinator will continue to maintain AVID program certification2. 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 AVID3. Continue to establish classroom practices and programs in order to qualify as a "Highly Certified" AVID program.
AVID class materials, curriculum, resource texts, recruiting expenses & field trips (not including subs)		\$3,300.00	Other	1. AVID Coordinator will continue to maintain AVID program certification2. 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 AVID3. Continue to establish classroom practices and programs in order to qualify as a "Highly Certified" AVID program.
AVID Summer Institute (5 participants, including administrator)		\$4,000.00	Other	1. AVID Coordinator will continue to maintain AVID program certification2. 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 AVID3. Continue to establish classroom practices and programs in order to qualify as a "Highly Certified" AVID program.
Sacramento County Office of Education Collaborative AVID Professional Development (not including subs)		\$600.00	Other	1. AVID Coordinator will continue to maintain AVID program certification2. 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 AVID3. Continue to establish classroom practices and programs in order to qualify as a "Highly Certified" AVID program.

Ralph Waldo Emerson Junior High School

Read180 Intervention Teacher, .2 FTE	\$19,000.00	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
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 ongoingdiscussions 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
<hr/>			
District Funded Total Expenditures:	\$57,900.00		
District Funded Allocation Balance:	(\$1,800.00)		

Funding Source: LCFF - Base

\$13,208.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Professional Development for staff		\$2,000.00	Professional Development	1. To provide a variety of training and professional development opportunities for staff which will enable us to have ongoingdiscussions 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

Ralph Waldo Emerson Junior High School

Site library of technology	\$1,600.00	Technology	1. Develop a site library of chromebooks, graphing calculators and e-readers to close the digital divide and allow more students access to online media and instructional supplies.
Resources to support library collection	\$1,000.00	Library Improvement	1. Continue the process of weeding outdated materials 2. Monitor and log new purchases to update collections--survey areas of large need3. New purchases will focus on digital access to required curriculum through use of e-readers, playaways, and other online media
After School intervention	\$2,400.00	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	\$1,000.00	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	\$1,000.00	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
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 curricularareas which support the "Big 6".2. Librarian will participate in Department Head meetings3. Librarian will participate as needed in Department and Grade Level meetings to support student achievement4. Librarian will encourage increased student attendance in the library before, during and after school
Development of digital resources via Overdrive online library system	\$1,608.00	Library Improvement	1. Librarian will work with departments to find ways to incorporate Information and media literacy units into our core curricularareas which support the "Big 6".2. Librarian will participate in Department Head meetings3. Librarian will participate as needed in Department and Grade Level meetings to support student achievement4. Librarian will encourage increased student attendance in the library before, during and after school

Ralph Waldo Emerson Junior High School

WEB program teacher VSA 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 5. Collect exit surveys from 7th grade WEB participants to rate effectiveness of the program.
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LCFF - Base Total Expenditures: \$13,208.00

LCFF - Base Allocation Balance: \$0.00

Funding Source: LCFF - Supplemental

\$13,260.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Support Diversity Training program		\$4,500.00	School Climate	1.Continue to develop and implement the Diversity Training program2. 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.
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 appropriate field trips for our EL students to provide for a wider variety of background knowledge and cultural instruction in supporting language acquisition
Para Educator Salary to assist EL students (October through April)		\$3,000.00	English Language Development	Provide in-class EL support in core classes
AVID Materials, guest speakers, and supplies		\$500.00	Other	1. AVID Coordinator will continue to maintain AVID program certification2. 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 AVID3. Continue to establish classroom practices and programs in order to qualify as a "Highly Certified" AVID program.

Ralph Waldo Emerson Junior High School

Development of digital resources via Overdrive online library system	\$460.00	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". 2. Librarian will participate in Department Head meetings 3. Librarian will participate as needed in Department and Grade Level meetings to support student achievement 4. Librarian will encourage increased student attendance in the library before, during and after school
After School intervention	\$2,400.00	Other	Continue to fund the Student Study Space Program, which is a voluntary homework club where students can get homework assistance after school
Planners for RFEP and EL students as a tool for success	\$400.00	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 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 Read180 program to assist struggling readers Targeted students will be those that fall into our Achievement Gap as defined in our Goal
LCFF - Supplemental Total Expenditures:		\$13,260.00	
LCFF - Supplemental Allocation Balance:		\$0.00	
Ralph Waldo Emerson Junior High School Total Expenditures:		\$84,368.00	