

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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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

During the 2016-17 school year, students again participated in the Youth Truth survey. This year, we again received confirmation that one area for growth for Emerson is to look deeply at student relationships with teachers. As defined by the questions asked in the Youth Truth survey, teacher relationships looks at nurturing safe relationships between students and teachers, and examining how students see the support offered by teachers. Climate Committee has been focusing on building opportunities for building relationships outside the classroom with Student/Teacher activities during lunch and rallies. Another area of focus found in the Youth Truth survey was that of academic rigor. As defined by the survey, Academic Rigor focuses on things like relevance of instruction, connection to the lives of students and the outside world.

Classroom Observations

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

Classroom observations were conducted by administration throughout the year.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Emerson uses both state and local assessments to modify instruction and improve achievement. Assessments include the SBAC, CELDT, and other formative content-embedded assessments

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

Teachers use content-embedded assessments to modify instruction and assess progress.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Emerson has a highly qualified staff under the NCLB requirements.

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

Emerson staff participates in both district led and professional development offered by outside organization focused on instructional delivery and school climate.

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

Staff development offered by the site and district focuses on topics designed to improve both instruction and school climate.

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

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

Emerson staff participates in 7-12 articulation twice a year. In addition, the Emerson staff participates in 6-7 articulation meetings by subject area. This year's focus was on developing Math placement criteria for incoming seventh grade students.

Teaching and Learning

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

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

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

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

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

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)
14. Research-based educational practices to raise student achievement

Parental Involvement

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

The Emerson After School Study Space program helps support all students in meeting their academic challenges. This program is offered 4 days a week in the Emerson library after school. This program is staffed by certificated staff. .

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

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)
18. Fiscal support (EPC)

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	172	155	168	141	168	138	97.7	91.6
Grade 8	151	172	139	166	138	164	92.1	97.1
All Grades	323	327	307	307	306	302	95.0	94.5

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	2597.9	2585.7	29	24	46	43	15	19	10	14
Grade 8	2631.7	2621.8	40	38	40	42	13	9	6	11
All Grades	N/A	N/A	34	31	43	43	14	14	8	12

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 7	39	34	49	49	12	17	
Grade 8	55	52	36	37	9	12	
All Grades	46	44	43	42	10	14	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	49	44	41	42	10	14
Grade 8	50	51	40	35	10	15
All Grades	50	48	41	38	10	14

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	29	22	63	67	8	11
Grade 8	29	37	64	54	7	9
All Grades	29	30	64	60	8	10

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	39	40	52	47	10	13
Grade 8	53	47	37	40	10	13
All Grades	45	44	45	43	10	13

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. In all areas, in both 7th and 8th grade, the number of students who are not meeting standards increased.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	172	155	170	144	170	140	98.8	93.5
Grade 8	151	172	145	167	144	166	96.0	97.7
All Grades	323	327	315	311	314	306	97.5	95.7

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	2621.0	2611.2	54	56	25	16	12	14	10	14
Grade 8	2644.8	2654.7	54	58	19	20	13	9	13	13
All Grades	N/A	N/A	54	57	22	18	12	11	11	13

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2015-16
Grade 7	66	60	20	21	14	19	
Grade 8	60	63	22	21	18	16	
All Grades	63	61	21	21	16	17	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	55	56	35	29	10	15
Grade 8	55	58	37	31	8	10
All Grades	55	58	36	30	9	12

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	52	56	41	31	7	13
Grade 8	51	62	38	30	11	8
All Grades	52	59	39	30	9	10

Conclusions based on this data:

1. In English Language Arts, our 8th graders maintained high performance in grade 8, with 80% of our students meeting or exceeding the ELA standards on the 15-16 school year SBAC test. Our 7th graders experienced a decline, with the number of students meeting or exceeding the standards in ELA dropping from 75% to 67%.
2. In Math, our 8th graders showed improvement, with 78% of students scoring meeting or exceeding the standards in math, up from 72% in the 14-15 school year. Our 7th graders again showed a decline, dropping from 79% to 72% of our students meeting or exceeding standards in Math.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
7	13	7		50	43		25	50					13		
8		33		75	33		25	17					3	17	
9	29	40		71	20		7				20			20	
Total	16	20		63	36		16	32			4		5	8	

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
7	11	5		44	38		22	38			5		22	14	
8	11	29		56	43		22	14					11	14	
9	38	18		63	18			18			18			27	
Total	19	13		54	33		15	28			8		12	18	

Conclusions based on this data:

1. Due to the high number of ELL students who are only here at Emerson for a single year, it can be hard to determine from the annual benchmarks whether students are making progress or whether the data indicates different students than measured the year before.

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	27
Percent with Prior Year Data	100.0%	100%	96.3%
Number in Cohort	20	19	26
Number Met	--	17	16
Percent Met	--	89.5%	61.5%
NCLB Target	59.0	60.5	62.0%
Met Target	--	Yes	No

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	15	16
Number Met	--	--	--	9	7	9
Percent Met	--	--	--	75.0%	46.7%	56.3%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	--	Yes	Yes	Yes

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	712
Percent with Prior Year Data	98.5	98.8	99.6
Number in Cohort	660	641	709
Number Met	443	431	456
Percent Met	67.1	67.2	64.3
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

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	721	215
Number Met	189	139	190	137	196	135
Percent Met	29.1	63.8	28.2	67.5	27.2	62.8
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

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	98	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	97	
Met Percent Proficient or Above	Yes	N/A	
Met Target for AMAO 3	No		N/A

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: We have 69 students at Emerson who have either an EL or RFEP designation. 46 students across three grade levels are RFEP and 23 students across three grade levels are EL. 7 of our students are considered Long Term English Learners (LTEL). According to the most recent data, all but 6 of our EL students met their AMAO targets of obtaining annual CELDT proficiency. We are awaiting the 2017 SBAC scores for ELA and Math.</p> <p>SMART Goal: It is our goal through ELD class support, iLit, 21st Century Reading and English 3D curriculum and other interventions that we will increase student performance by 2017 as measured in reclassification, performance in academic courses and SBAC proficiency in the Common Core expectations for all students. The state will transition to the new ELPAC test during the 2017-18 school year. We will give the CELDT test as an initial assessment only.</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 : 6/2018	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 : 6/2018	Site Principal; EL teacher; Site Librarian	Enhancing Curriculum/Materials and Supplies for EL		LCFF - Supplemental	1,000
Provide in-class EL support in core classes	Start Date : 6/4/2012 Completion Date : 6/2018	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 : 6/2018	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:
<p>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 to 16) over the past three years, although we still do observe an overrepresentation for our Hispanic students (our Hispanic students represent 20% of our population, but 33% of our suspensions. 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. There are 62 females and 59 males in grade 7 who participate in school athletics. In grade 8, there are 40 females and 50 males who play a school sport. 78 of the 9th graders, almost half of the Emerson 9th grade class, participate in high school sports with Davis Senior High School. Based on Climate survey data, the Youth Truth survey and other metrics, we are focusing attention on increasing school connectedness. Based on our Youth Truth survey results, we see increased school connectedness in grade 7, with decreasing results in grade 8 and 9. Our goal is to look for ways to increase intentional connectedness with grade 8 and 9.</p>
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 : 6/2018</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" efforts to work in conjunction with the RISE Coordinator, the Garden Club and Student Leadership. Continued involvement of school groups and classes in beautification and recycling.</p> <p>2. Work with the community and PTA on long term projects to improve outdoor learning spaces. 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 : 6/2018</p>	<p>Principal, Vice Principal, Leadership Staff, Club Advisors, Art Teacher, Emerson Staff</p>	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 and Patwin Day</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 : 6/2018</p>	<p>Leadership Teachers and Students, Principal, Vice Principal and Counselors</p>	<p>WEB program teacher VSA and materials</p>		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 : 6/2018		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 6/2018	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 6/2018		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:
<p>118 of our students qualify as Socioeconomically Disadvantaged , which represents 15.65% of our student body. In addition, 12.9% of our 7th grade class has an overall performance percentage of less than 70% across all their classes (18 students). 13% of our 8th grade class has an overall average of less than 70% (19 students) and 12.8% of our 9th grade class has less than 70% average (22 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.”</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, and smaller class sizes in our math classes that serve the lower levels. Student Study Space continues to be a pivotal tool in serving the needs of our students at risk, but we are seeing that the students who attend tend to be our more successful students. Our primary goal this year will be to look for ways to redesign our Targeted Student Intervention (TSI) to better target our students in the gap, using a search and serve model rather than a our current model.</p>
Data Used to Form this Goal:
<p>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. In this year's 5x5; we see that overall, our students score in the high status in ELA, but have declined in the 15-16 school year. Specifically, our students of disability and those who fall into the socioeconomically disadvantaged scored low, and declined this year in ELA. In Mathematics, we see similar results. Our students score in the very high status, but saw a small decline from the previous year. For both our students with disability, and our hispanic subgroups, they scored in the low status, and saw significant declines.</p>
Findings from the Analysis of this Data:
<p>Emerson needs to focus on the percent of our population which is not succeeding--this is based on an analysis of the SBAC data, our 5x5 placement grid, and our Academic Dashboard which was disaggregated by both ethnicity and subgroup. We have a number of classes designed to support students in the gap: In addition to the new model of our intervention program 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 students who are struggling below grade level in Math. We will continue to offer after school Library services and offer the library as a location for students for quiet study Monday-Thursday until 5pm, staffed by library technicians. We will need to target our SED students, and our hispanic/latino students in both ELA and math.</p>

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 monitor and target intervention to students who are struggling with their academic, social or emotional needs. Teachers involved in the new TSI model will identify, assess, intervene, and reassess students identified in monthly Grade Level meetings and at weekly Admin RTI meetings.

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 : 6/2018	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 iLet 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 : 6/2018</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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Redesign the After School Study program. Under our current model, one teacher is available every afternoon in the library offering academic tutoring and support to students who voluntarily attend, or are encouraged by parents and teachers to attend. Under the new proposed model, the after school study space will be hosted and supervised by library technicians, and Targeted Student Intervention (TSI) will become a search and serve model. Teachers involved in the program, will identify students at risk, prioritizing the students in the subgroups most at risk (Low SED and Hispanic/Latino students). Teacher will set up meeting times, assess, intervene, and monitor academic progress.	Start Date : 6/2017 Completion Date : 6/10/18	Principal; Vice Principal, Counselors; Various Teaching Staff; UCD Tutors	Academic intervention		LCFF - Base	2,400
			Academic 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 TSI, 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 : 6/10/18	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 : 6/10/18	Core Subject area staff, Special Education staff, Librarian, Principal, Vice Principal	Curriculum, Instruction/Materials		LCFF - Base	500

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 :6/10/18	Principal, Vice Principal, Counselors, Staff				
Provide funding which will allow teachers purchase needed materials or supports for the elective classes and AIM	Start Date : 4/27/2011 Completion Date : 6/10/18	All elective teachers, Principal, Vice Principal	Curriculum/materials		LCFF - Base	500

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. The library is now open until 5pm, Monday through Thursday for students to have quiet study, computer use, reading, or socializing with friends.</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 based on 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. Collection analysis using online metrics and Information Literacy standards will assist with collection development.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 : 6/10/18	Principal, Librarian	Development of informational texts and media literacy		LCFF - Base	1,000
			Development of digital resources via Overdrive online library system		LCFF - Base	1211
			Development of digital resources via Overdrive online library system		LCFF - Supplemental	860
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 : 6/10/18	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. a new multiyear grant, the Light Grant, will allow a team of 6 language teachers--including teachers using both immersion, ELL strategies, and traditional language acquisition, to support the learning of language through TPRS training. 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 : 6/10/18	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 still exists a digital divide between students who can access online and digital instruction from home. Additionally, the library computer lab has begun to decay and needs to be replaced, and the Technology teachers on campus have identified chromebooks as appropriate for Library technology use, but the Tech Lab still needs to be outfitted with desktop machines.
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 : 6/10/18	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: 6/10/18	Principal, Vice Principal, District Technology, Librarian, Teachers	Site library of technology		LCFF - Base	1,200
			Site library of technology		LCFF - Supplemental	210

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	57,900	0.00
LCFF - Base	10,811	0.00
LCFF - Supplemental	12,870	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	57,900.00
LCFF - Base	10,811.00
LCFF - Supplemental	12,870.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,500.00
Goal 2	5,500.00
Goal 3	57,100.00
Goal 4	4,071.00
Goal 5	8,000.00
Goal 6	1,410.00

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	
Tara Diel			X		
Mele Echiburu		X			
Jason Teves		X			
Camica Edwards		X			
Ximena Diez-Jackson			X		
Numbers of members of each category:	1	3	2	3	

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

Jeff Miller

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Budget By Expenditures

Ralph Waldo Emerson Junior High School

Funding Source: District Funded

\$57,900.00 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 iLet 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

District Funded Total Expenditures: \$57,900.00

District Funded Allocation Balance: \$0.00

Funding Source: LCFF - Base

\$10,811.00 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	\$1,200.00	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
Academic intervention	\$2,400.00	Other	Redesign the After School Study program. Under our current model, one teacher is available every afternoon in the library offering academic tutoring and support to students who voluntarily attend, or are encouraged by parents and teachers to attend. Under the new proposed model, the after school study space will be hosted and supervised by library technicians, and Targeted Student Intervention (TSI) will become a search and serve model. Teachers involved in the program, will identify students at risk, prioritizing the students in the subgroups most at risk (Low SED and Hispanic/Latino students). Teacher will set up meeting times, assess, intervene, and monitor academic progress.
Curriculum, Instruction/Materials	\$500.00	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	\$500.00	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 curricular areas 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

Development of digital resources via Overdrive online library system	\$1,211.00	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
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 Helpers and Patwin Day 3. Have quarterly WEB events with WEB leaders and their 7th grade groups 4. Provide funds to support the program (materials, curriculum, games etc) which have direct benefit to incoming students 5. Collect exit surveys from 7th grade WEB participants to rate effectiveness of the program.

LCFF - Base Total Expenditures: \$10,811.00

LCFF - Base Allocation Balance: \$0.00

Funding Source: LCFF - Supplemental

\$12,870.00 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 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.
Enhancing Curriculum/Materials and Supplies for EL		\$1,000.00	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

Ralph Waldo Emerson Junior High School

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.
Development of digital resources via Overdrive online library system	\$860.00	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 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
Academic intervention	\$2,400.00	Other	Redesign the After School Study program. Under our current model, one teacher is available every afternoon in the library offering academic tutoring and support to students who voluntarily attend, or are encouraged by parents and teachers to attend. Under the new proposed model, the after school study space will be hosted and supervised by library technicians, and Targeted Student Intervention (TSI) will become a search and serve model. Teachers involved in the program, will identify students at risk, prioritizing the students in the subgroups most at risk (Low SED and Hispanic/Latino students). Teacher will set up meeting times, assess, intervene, and monitor academic progress.
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 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 iLet program to assist struggling readers Targeted students will be those that fall into our Achievement Gap as defined in our Goal

Ralph Waldo Emerson Junior High School

Site library of technology	\$210.00	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.
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LCFF - Supplemental Total Expenditures: \$12,870.00

LCFF - Supplemental Allocation Balance: \$0.00

Ralph Waldo Emerson Junior High School Total Expenditures: \$81,581.00