

The Single Plan for Student Achievement

School: Ralph Waldo Emerson Junior High School
CDS Code: 57726786066245
District: Davis Joint Unified School District
Principal: Scott Thomsen
Revision Date: May 30, 2018

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

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

Contact Person: Scott Thomsen
Position: Principal
Phone Number: (530) 757-5430
Address: 2121 Calaveras Ave.
Davis, CA 95616
E-mail Address: sthomsen@djusd.net

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

Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	6
School and Student Performance Data	7
CAASPP Results (All Students)	7
CELDT (Annual Assessment) Results.....	11
CELDT (All Assessment) Results.....	12
Planned Improvements in Student Performance	13
School Goal #1.....	13
School Goal #2.....	19
School Goal #3.....	23
Summary of Expenditures in this Plan.....	26
Total Allocations and Expenditures by Funding Source	26
Total Expenditures by Object Type.....	27
Total Expenditures by Object Type and Funding Source.....	28
Total Expenditures by Goal	29
School Site Council Membership	30
Recommendations and Assurances.....	31

School Vision and Mission

Ralph Waldo Emerson Junior High School's Vision and Mission Statements

Emerson Mission/Values Statement

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

We value high academic achievement.

We value a connected, caring school community.

Emerson Vision Statement

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

Principal's Vision:

Academic Excellence for All

A College & Career-going Culture

An Engaged, Supportive, and Exciting Campus

School Profile

Emerson Junior High opened in the 1979 - 1980 school year at its current campus. We share a campus with Da Vinci Charter Academy, a Project-Based Learning Charter School. Our mascot is the Eagle and our colors are gold, black and white. We have approximately 465 students on our campus in the Emerson program. Our campus has been the site of numerous school and community events through the years due to its expansive Indoor Commons area. Our students have core academic classes (English, math, social studies, science and PE) and have access to numerous elective classes, including foreign language, industrial technology, art, music, and drama. We have an intramural sports program at lunch and an after-school organized sports program in which all students can participate. Our After School Academic Program (ASAP) happens every day Monday through Thursday with UC Davis tutors and Emerson teachers to provide students extra academic support. We share a campus and elective classes with Da Vinci Charter junior High School.

Every 7th grade student goes through our Diversity Training, which is produced by our Peer Helping class. Our Leadership class puts on many in-school contests and competitions throughout the year. We rank high in our State testing scores, but are working diligently to improve our approach with students who may not be performing as well as they could. Our staff is composed largely of veteran teachers who have decades collectively in working with this outstanding age group.

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 2017-2018 school year, students again participated in the Youth Truth survey. We saw significant growth in the student-teacher relationship area. Climate Committee has been focusing on building opportunities for building relationships outside the classroom with Student/Teacher activities during lunch and rallies. An 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. Throughout the year, Emerson Staff participated in professional development surrounding Restorative Practices, Trauma-Informed Care, and AVID strategies to build more connections.

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. Administration and counseling visit classrooms to maintain a presence to staff and students.

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)

Emerson would like to access more coaching resources in the area of mathematics.

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)

Description of Barriers and Related School Goals

Emerson Junior high was built in 1979 and has never been fully modernized. Our science rooms, in particular, present a barrier to our teaching staff in their ability to deliver 21st century content. As a small school, we are restricted somewhat by limited teaching areas.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	155	141		141	137		138	137		91.6	97.2	
Grade 8	172	143		166	135		164	134		97.1	94.4	
All Grades	327	284		307	272		302	271		94.5	95.8	

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2585.7	2588.5		24	32.12		43	37.96		19	11.68		14	18.25	
Grade 8	2621.8	2613.5		38	29.85		42	45.52		9	14.18		11	10.45	
All Grades	N/A	N/A	N/A	31	31.00		43	41.70		14	12.92		12	14.39	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	34	42.34		49	40.15		17	17.52	
Grade 8	52	41.04		37	44.03		12	14.93	
All Grades	44	41.70		42	42.07		14	16.24	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	44	46.32		42	38.24		14	15.44	
Grade 8	51	35.82		35	48.51		15	15.67	
All Grades	48	41.11		38	43.33		14	15.56	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	22	30.66		67	54.01		11	15.33	
Grade 8	37	33.58		54	62.69		9	3.73	
All Grades	30	32.10		60	58.30		10	9.59	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	40	40.44		47	44.12		13	15.44	
Grade 8	47	42.54		40	47.01		13	10.45	
All Grades	44	41.48		43	45.56		13	12.96	

Conclusions based on this data:

1. While our school overall is maintaining in these areas, our hispanic and low SES students either declined or significantly declined in ELA
2. 15-18% of our 7th grades are not meeting proficiency in different aspect of the ELA assessments.
3. Overall, we are seeing similar scores, but a persistent 10-15% gap with those that score below standard.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	155	141		144	139		140	139		93.5	98.6	
Grade 8	172	143		167	134		166	134		97.7	93.7	
All Grades	327	284		311	273		306	273		95.7	96.1	

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2611.2	2609.7		56	46.76		16	20.86		14	19.42		14	12.95	
Grade 8	2654.7	2624.3		58	52.24		20	17.16		9	11.19		13	19.40	
All Grades	N/A	N/A	N/A	57	49.45		18	19.05		11	15.38		13	16.12	

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 7	60	55.40		21	25.90		19	18.71		
Grade 8	63	59.70		21	19.40		16	20.90		
All Grades	61	57.51		21	22.71		17	19.78		

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	56	50.36		29	35.25		15	14.39	
Grade 8	58	54.48		31	29.85		10	15.67	
All Grades	58	52.38		30	32.60		12	15.02	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	56	48.20		31	41.01		13	10.79	
Grade 8	62	45.52		30	36.57		8	17.91	
All Grades	59	46.89		30	38.83		10	14.29	

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 7th graders showed slight improvements, but 8th graders declined
3. Overall, we are seeing similar scores, but a persistent 10-15% gap with those that score below standard.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
7	7	17		43	33		50	33						17	
8	33	20		33	47		17	27					17	7	
9	40			20	20			60		20			20	20	
Total	20	15		36	38		32	35		4			8	12	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
7	5	25		38	17		38	33		5	8		14	17	
8	29	17		43	39		14	28					14	17	
9	18	9		18	55		18	27		18			27	9	
Total	13	17		33	37		28	29		8	2		18	15	

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.

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 student performance 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: Closing the Achievement Gap
LEA GOAL:
DJUSD educators will close the achievement gap.
SCHOOL GOAL #1:
By targeting in-class instructional methods and continuing to support our struggling students, Emerson aims to significantly reduce the achievement gap at our site in the 2018-2019 school year. Our site council has prioritized areas of focus in order to ensure that our students that have faced historical and institutionalized barriers to success in school can meet academic expectations and be proficient. The council is directing the bulk of the goals and funding to campus-wide in-class support and professional development.
Data Used to Form this Goal:
Date used to form this goal: CAASPP results, class performance, LPAC Initial Results, EL Reclassification Data, AVID Program Data Our Socioeconomically disadvantaged percent in 2017-2018 is 18.8%, Some of these students are served through a variety of different support mechanisms, such as Special Education or 504s or EL support services , but some of these students represent our underserved or students in the achievement, or opportunity, gap.
Findings from the Analysis of this Data:
The data analysis showed that we continue to see results that fall below proficient range for students of color, low SES, and Special Education Students, While we are making improvements, more must be done in classes across all curriculums so that all students have the opportunity and resources available to be successful.
How the School will Evaluate the Progress of this Goal:
Annually evaluate LPAC progression; use data to target instruction; use grade and CAASPP data to monitor improvements and provide feedback; monitor and address struggling students on a 4-week timeline (progress reporting). 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
<p>Differentiation and group management professional development for all staff.</p> <p>Research and implement best practices in classroom collaboration and differentiation.</p>			Funds for PD materials, presenters		LCFF - Base	1560.00
					District Funded	4,000.00
<p>Provide in-class EL support in core classes</p> <p>Teacher and EL para-educator will provide support to core classes to EL students.</p> <p>1. Provide continuing professional development for our site EL teacher and other staff for the purpose of effectively increasing EL student language acquisition and developing proficiency in the core subject areas.</p> <p>2. Ensure that all teachers can identify EL or RFEP students on their rosters; know the LPAC scores of each</p>	<p>Start Date : 8/24/2018</p> <p>Completion Date : 6/2019</p>	<p>Site Principal, EL Coordinator, District EL Director</p>	<p>Para Educator Salary to assist EL students (October through April)</p>		LCFF - Supplemental	3,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2018-2019: Culturally Relevant Teaching Training</p> <p>Rationale: In order for our students who have been marginalized by institutional, cultural, or historical barriers, efforts must be made to connect curriculum explicitly with all students' lives and backgrounds.</p> <p>Principal and one classroom teacher will be trained in Culturally Relevant Teaching practices at the AVID Summer Institute in June of 2018. From this training, professional development will be implemented to adopt this approach campus-wide.</p>	June 2018	Principal, Staff	Professional Development, materials	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Differentiation methods in mathematics.</p> <p>Rationale: The transition from 6th grade to 7th grade in math is particularly challenging for many of our students. In classes where there is a range of abilities, lessons must be differentiated and scaffolded so that students have opportunity to grow and succeed in Common Core 2.</p> <p>Through CPM training, the UC Davis Math Project, district math coaching support, the math department will analyze the progression of the course and identify in-class methods, scaffolds, activities, and assessments that support all students, but target students who struggle with content, particularly at the beginning of the CC2 course.</p>	<p>Start: 8/24/2018 End: 6/10/2019</p>	<p>Principal, Math department, math coaches</p>	<p>PD, coaching support, and release time</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>LCFF - Base</p>	<p>2,000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Reading Program</p> <p>Funding for .2 FTE Reading support teacher. Continue use of iLit program that is showing positive results.</p> <p>1. Develop and support various interventions within the school day to assist struggling students with achievement and 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: 8/24/2018 End: 6/10/2019</p>	<p>Reading Teacher, Counselors</p>	<p>Reading Intervention Teacher FTE</p>		<p>District Funded</p>	<p>19,000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>After School Assistance Program (ASAP)</p> <p>Teacher will use methods and protocols to check-in with each student who requests assistance and is able to attend the program. ASAP will run Mondays - Thursdays from 3:30pm - 5:00pm, from September to May</p>	<p>Start: September 2018 End: May 2019</p>	<p>Library Staff, Principal, Vice Principal</p>	<p>Staffing of teacher (one per session)</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>LCFF - Base</p> <p>LCFF - Supplemental</p>	<p>2400.00</p> <p>2400.00</p>
<p>AVID Program Support & School-wide efforts.</p> <p>1. Emerson will take active steps towards School-Wide Certification, as measured by the AVID Site Plan and reviewed by the AVID Stie Team.</p> <p>2. AVID Coordinator will continue to maintain AVID program certification</p> <p>3. Train other staff in AVID/certification so that in two years we can have at least two teachers currently certified at all times to teach AVID</p> <p>4. Continue to establish classroom practices and programs in order to qualify as a "Highly Certified" AVID program.</p>		<p>AVID Coordinator, AVID Team, Principal</p>	<p>Coordinator FTE (.2 FTE)</p> <p>AVID Tutors</p> <p>AVID Class, Curriculum needs</p> <p>SCOE AVID Collaborative PD</p> <p>Materials to assist with school-wide AVID practices</p> <p>Summer Institute</p>		<p>District Funded</p> <p>District Funded</p> <p>District Funded</p> <p>District Funded</p> <p>LCFF - Base</p> <p>District Funded</p>	<p>20,000.00</p> <p>3,500.00</p> <p>3,300.00</p> <p>600.00</p> <p>500.00</p> <p>4000.00</p>

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 student performance 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: Inclusive and Safe School Environments
LEA GOAL:
All classrooms and school communities will be safe and inclusive environments.
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, and the Youth Truth survey. The areas of intense focus will be increasing a feeling of positive school climate through school connectedness and positive relationships with adults on campus. Our suspensions and referrals are down as we have moved to a more relational- and restorative-based discipline process. We continue to support Where Everybody Belongs (WEB), Peer Helping, and Diversity training to keep students connected to school and engaged in safe, positive behaviors.. Based on Climate survey data, the Youth Truth survey and other metrics, we are focusing attention on increasing school connectedness. Based on our Youth Truth survey results, we see increased school connectedness in grade 7 and 8, but a continuing downward trend in grade 9. By incorporating more career and college awareness on campus, our hope is to connect with our 9th grade students as they prepare to go the the senior high school. It is our intention to involve more student voice in this area, through student government, Site Council with student representation, and the site climate committee.
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:
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>Safe School Ambassador's Program (Grant)</p> <p>Emerson and Da Vinci staff and students will continue onto year two of this grant. Currently there are forty students and ten staff who are trained in SSA practices.</p> <p>From the Community Matters website: "At its core, the Safe School Ambassadors program is an "inside-out" approach to improving school climate, one that relies on social norms change and the power of students to help stop bullying and violence. Student bystanders see, hear, and know things adults don't, can intervene in ways adults can't and are often on the scene of an incident before an adult. They are a critical and under-utilized resource for positively impacting the crisis of bullying in our schools."</p>	<p>Start: October 2017 End: June 2020</p>	<p>Principal, SSA Team</p>	<p>Emerson is in year two of a three-year grant from Community Matters.</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 : 8/24/18 Completion Date : 6/2019</p>	<p>Principal, Vice Principal, Leadership Staff, Club Advisors, Art Teacher, Emerson Staff</p>	<p>Recycling Program--RISE</p>		<p>LCFF - Supplemental</p>	<p>200.00</p>
<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 : 8/24/18 Completion Date : 6/2019</p>	<p>Leadership Teachers and Students, Principal, Vice Principal and Counselors</p>	<p>WEB program teacher VSA and materials</p>		<p>LCFF - Base</p>	<p>1,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Continue to communicate with staff, parents, and community members of Emerson activities, events, and happenings via the website, PTA List serve, Schoolloop, and School Messenger.</p> <p>2. Continue to utilize the school website to inform and offer involvement opportunities for parents and community members.</p> <p>3. Continue to publicize and host a Back-to-School night at the beginning of the school year and an integrated Open House in the middle of the school year, in addition to Parent Information nights during Program Planning.</p> <p>4. Increase parent education through Parent Education Events offered via PTA and school outreach efforts.</p> <p>4. Utilize the local newspaper, feeder schools to invite/target audiences for Emerson events.</p>	<p>Start Date: 8/2018 End date: 6/2019</p>		<p>Translation services, 50% webmaster stipend</p>		<p>LCFF - Supplemental</p>	<p>500.00</p>
<p>1. Continue to develop and implement the Diversity Training program</p> <p>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.</p> <p>3. Share survey information with staff to discuss other areas of need.</p> <p>4 trainings @ \$1500.00 each, plus stipend for coordinator</p>	<p>Start Date : 4/4/2011 Completion Date : 6/2018</p>		<p>Support Diversity Training program 0 training payment and stipend for coordinator</p>		<p>LCFF - Supplemental</p>	<p>6,500.00</p>

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 student performance 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: 21st Century Teaching & Learning
LEA GOAL:
All students will experience 21st Century Teaching and Learning.
SCHOOL GOAL #3:
In the 2018-2019 school year, Emerson will support critical thinking, problem solving, creativity and innovation through all curriculums. We will maintain our current ratios of Chromebooks to students. All Emerson staff will use SchoolLoop to keep students and families current on assignments and grades. We will research and implement an Advisory program by which students can set goals, monitor their learning, and discuss future plans and pathways one on one with staff four times per year. We will expand our professional development to include collaborative elements in all classes.
Data Used to Form this Goal:
Technology site plan, library resources, staff discussions around Advisory program.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Class syllabi and curriculum overview, student work sharing at staff professional development, student grades, YouthTruth survey (rigor and connectedness component)

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. 2. Librarian will participate in Department Head meetings 3. Librarian will participate as needed in Department and Grade Level meetings to support research in academic areas 4. Librarian will encourage increased student attendance in the library before, during and after school 5. Library will maintain present levels of Chromebooks and other devices to support student learning.	Start: August 218 End: June 2019	Principal, Librarian, Library Staff	Collections & technology maintenance		LCFF - Base	1000.00
			Digital Organization		District Funded	1500.00
			Materials for curriculum research		LCFF - Base	500.00
To provide a variety of training and professional development opportunities for staff which will enable us to have ongoing discussions about best practices, specifically surrounding the District Graduate Profile (Collaboration, Problem Solving, Critical Thinking)	Start: August 218 End: June 2019	Principal, Department Chairs			District Funded	2000.00
					LCFF - Base	2000.00
Advisory Research and Implementation Program for students to set goals, provide career and college-related information, and opportunities for students to think about and ask questions about their future academic and career plans.	Start: August 2018 End: June 2019	Principal, Advisory Team	Materials and Stipends		LCFF - Base	1000.00
			Materials		LCFF - Supplemental	160.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>SchoolLoop Training for all Emerson Staff</p> <p>To ensure access and continuity, all staff will be trained in SchoolLoop so that it will be used consistently across all grade levels.</p>	Start: August 2018	Principal, Department Chairs	Stipend for SchoolLoop trainer			500.00

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	11,960	0.00
LCFF - Supplemental	13,260	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	57,900.00
LCFF - Base	11,960.00
LCFF - Supplemental	13,260.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	18,920.00
1000-1999: Certificated Personnel Salaries	4,400.00
5000-5999: Services And Other Operating Expenditures	500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	District Funded	55,900.00
	District Funded	2,000.00
	LCFF - Base	1,000.00
	LCFF - Base	6,560.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	4,400.00
	LCFF - Supplemental	2,400.00
	LCFF - Supplemental	10,360.00
5000-5999: Services And Other Operating	LCFF - Supplemental	500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	66,760.00
Goal 2	8,200.00
Goal 3	8,160.00

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
Scott Thomsen	X				
Sumiko Hong				X	
Mary Ruiz				X	
Jason Teves		X		X	
Camica Edwards			X		
Ximena Diez-Jackson			X		
Ryan Galles				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:

Scott Thomsen

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

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:

Scott Thomsen

Typed Name of School Principal


Signature of School Principal

6/11/18

Date

Mary V Ruiz

Typed Name of SSC Chairperson


Signature of SSC Chairperson

6/1/18

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
		\$4,000.00	Closing the Achievement Gap	Differentiation and group management professional development for all staff.
Coordinator FTE (.2 FTE)		\$20,000.00	Closing the Achievement Gap	<p>Research and implement best practices in classroom collaboration and differentiation. AVID Program Support & School-wide efforts.</p> <ol style="list-style-type: none"> Emerson will take active steps towards School-Wide Certification, as measured by the AVID Site Plan and reviewed by the AVID Stie Team. AVID Coordinator will continue to maintain AVID program certification 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 Continue to establish classroom practices and programs in order to qualify as a "Highly Certified" AVID program.
AVID Tutors		\$3,500.00	Closing the Achievement Gap	<p>AVID Program Support & School-wide efforts.</p> <ol style="list-style-type: none"> Emerson will take active steps towards School-Wide Certification, as measured by the AVID Site Plan and reviewed by the AVID Stie Team. AVID Coordinator will continue to maintain AVID program certification 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 Continue to establish classroom practices and programs in order to qualify as a "Highly Certified" AVID program.

Ralph Waldo Emerson Junior High School

AVID Class, Curriculum needs	\$3,300.00	Closing the Achievement Gap	<p>AVID Program Support & School-wide efforts.</p> <ol style="list-style-type: none"> 1. Emerson will take active steps towards School-Wide Certification, as measured by the AVID Site Plan and reviewed by the AVID Stie Team. 2. AVID Coordinator will continue to maintain AVID program certification 3. Train other staff in AVID/certification so that in two years we can have at least two teachers currently certified at all times to teach AVID 4. Continue to establish classroom practices and programs in order to qualify as a "Highly Certified" AVID program.
SCOE AVID Collaborative PD	\$600.00	Closing the Achievement Gap	<p>AVID Program Support & School-wide efforts.</p> <ol style="list-style-type: none"> 1. Emerson will take active steps towards School-Wide Certification, as measured by the AVID Site Plan and reviewed by the AVID Stie Team. 2. AVID Coordinator will continue to maintain AVID program certification 3. Train other staff in AVID/certification so that in two years we can have at least two teachers currently certified at all times to teach AVID 4. Continue to establish classroom practices and programs in order to qualify as a "Highly Certified" AVID program.
Reading Intervention Teacher FTE	\$19,000.00	Closing the Achievement Gap	<p>Reading Program</p> <p>Funding for .2 FTE Reading support teacher. Continue use of iLit program that is showing positive results.</p> <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 1. Targeted students will be those who fall into our Achievement Gap as defined in our Goal 3. Continued implementation (with fidelity) to the iLet program to assist struggling readers Targeted students will be those that fall into our Achievement Gap as defined in our Goal

Ralph Waldo Emerson Junior High School

Summer Institute	\$4,000.00	Closing the Achievement Gap	AVID Program Support & School-wide efforts. 1. Emerson will take active steps towards School-Wide Certification, as measured by the AVID Site Plan and reviewed by the AVID Stie Team. 2. AVID Coordinator will continue to maintain AVID program certification 3. Train other staff in AVID/certification so that in two years we can have at least two teachers currently certified at all times to teach AVID 4. Continue to establish classroom practices and programs in order to qualify as a "Highly Certified" AVID program.
Digital Organization	\$1,500.00	21st Century Teaching & Learning	1. Librarian will work with departments to find ways to incorporate Information and media literacy units into our core curricular areas. 2. Librarian will participate in Department Head meetings 3. Librarian will participate as needed in Department and Grade Level meetings to support research in academic areas 4. Librarian will encourage increased student attendance in the library before, during and after school 5. Library will maintain present levels of Chromebooks and other devices to support student learning.
	\$2,000.00	21st Century Teaching & Learning	To provide a variety of training and professional development opportunities for staff which will enable us to have ongoing discussions about best practices, specifically surrounding the District Graduate Profile (Collaboration, Problem Solving, Critical Thinking)

District Funded Total Expenditures: \$57,900.00

District Funded Allocation Balance: \$0.00

Funding Source: LCFF - Base

\$11,960.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
----------------------	-------------	--------	------	--------

Ralph Waldo Emerson Junior High School

	\$2,000.00	21st Century Teaching & Learning	To provide a variety of training and professional development opportunities for staff which will enable us to have ongoing discussions about best practices, specifically surrounding the District Graduate Profile (Collaboration, Problem Solving, Critical Thinking)
Materials and Stipends	\$1,000.00	21st Century Teaching & Learning	Advisory Research and Implementation Program for students to set goals, provide career and college-related information, and opportunities for students to think about and ask questions about their future academic and career plans.
Collections & technology maintenance	\$1,000.00	21st Century Teaching & Learning	1. Librarian will work with departments to find ways to incorporate Information and media literacy units into our core curricular areas. 2. Librarian will participate in Department Head meetings 3. Librarian will participate as needed in Department and Grade Level meetings to support research in academic areas 4. Librarian will encourage increased student attendance in the library before, during and after school 5. Library will maintain present levels of Chromebooks and other devices to support student learning.
Materials for curriculum research	\$500.00	21st Century Teaching & Learning	1. Librarian will work with departments to find ways to incorporate Information and media literacy units into our core curricular areas. 2. Librarian will participate in Department Head meetings 3. Librarian will participate as needed in Department and Grade Level meetings to support research in academic areas 4. Librarian will encourage increased student attendance in the library before, during and after school 5. Library will maintain present levels of Chromebooks and other devices to support student learning.

Ralph Waldo Emerson Junior High School

WEB program teacher VSA and materials		\$1,000.00	Inclusive and Safe School Environments	<ol style="list-style-type: none"> 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.
Staffing of teacher (one per session)	1000-1999: Certificated Personnel Salaries	\$2,400.00	Closing the Achievement Gap	<p>After School Assistance Program (ASAP)</p> <p>Teacher will use methods and protocols to check-in with each student who requests assistance and is able to attend the program. ASAp will run Mondays - Thursdays from 3:30pm - 5:00pm, from September to May</p> <p>AVID Program Support & School-wide efforts.</p> <ol style="list-style-type: none"> 1. Emerson will take active steps towards School-Wide Certification, as measured by the AVID Site Plan and reviewed by the AVID Stie Team. 2. AVID Coordinator will continue to maintain AVID program certification 3. Train other staff in AVID/certification so that in two years we can have at least two teachers currently certified at all times to teach AVID 4. Continue to establish classroom practices and programs in order to qualify as a "Highly Certified" AVID program.
Materials to assist with school-wide AVID practices		\$500.00	Closing the Achievement Gap	<p>Differentiation and group management professional development for all staff.</p> <p>Research and implement best practices in classroom collaboration and differentiation.</p>
Funds for PD materials, presenters		\$1,560.00	Closing the Achievement Gap	

Ralph Waldo Emerson Junior High School

PD, coaching support, and release time	1000-1999: Certificated Personnel Salaries	\$2,000.00	Closing the Achievement Gap	<p>Differentiation methods in mathematics.</p> <p>Rationale: The transition from 6th grade to 7th grade in math is particularly challenging for many of our students. In classes where there is a range of abilities, lessons must be differentiated and scaffolded so that students have opportunity to grow and succeed in Common Core 2.</p> <p>Through CPM training, the UC Davis Math Project, district math coaching support, the math department will analyze the progression of the course and identify in-class methods, scaffolds, activities, and assessments that support all students, but target students who struggle with content, particularly at the beginning of the CC2 course.</p>
--	--	------------	-----------------------------	---

LCFF - Base Total Expenditures: \$11,960.00

LCFF - Base Allocation Balance: \$0.00

Funding Source: LCFF - Supplemental

\$13,260.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Para Educator Salary to assist EL students (October through April)		\$3,000.00	Closing the Achievement Gap	<p>Provide in-class EL support in core classes</p> <p>Teacher and EL para-educator will provide support to core classes to EL students.</p> <ol style="list-style-type: none"> 1. Provide continuing professional development for our site EL teacher and other staff for the purpose of effectively increasing EL student language acquisition and developing proficiency in the core subject areas. 2. Ensure that all teachers can identify EL or RFEP students on their rosters; know the LPAC scores of each

Ralph Waldo Emerson Junior High School

Professional Development, materials	5000-5999: Services And Other Operating Expenditures	\$500.00	Closing the Achievement Gap	2018-2019: Culturally Relevant Teaching Training Rationale: In order for our students who have been marginalized by institutional, cultural, or historical barriers, efforts must be made to connect curriculum explicitly with all students' lives and backgrounds.
		\$2,400.00	Closing the Achievement Gap	Principal and one classroom teacher will be trained in Culturally Relevant Teaching practices at the AVID Summer Institute in June of 2018. From this training, professional development will be implemented to adopt this approach campus-wide. After School Assistance Program (ASAP) Teacher will use methods and protocols to check-in with each student who requests assistance and is able to attend the program. ASAP will run Mondays - Thursdays from 3:30pm - 5:00pm, from September to May
Recycling Program--RISE		\$200.00	Inclusive and Safe School Environments	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. 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
Translation services, 50% webmaster stipend		\$500.00	Inclusive and Safe School Environments	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.

Ralph Waldo Emerson Junior High School

Support Diversity Training program 0 training payment and stipend for coordinator	\$6,500.00	Inclusive and Safe School Environments	<ol style="list-style-type: none"> 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.
Materials	\$160.00	21st Century Teaching & Learning	<p>4 trainings @ \$1500.00 each, plus stipend for coordinator Advisory Research and Implementation</p> <p>Program for students to set goals, provide career and college-related information, and opportunities for students to think about and ask questions about their future academic and career plans.</p>
LCFF - Supplemental Total Expenditures:		\$13,260.00	
LCFF - Supplemental Allocation Balance:		\$0.00	
Ralph Waldo Emerson Junior High School Total Expenditures:		\$83,120.00	