



2011-12
SINGLE PLAN FOR STUDENT ACHIEVEMENT

**Ralph Waldo Emerson Junior High
School**

Davis Joint Unified District



The District Governing Board
approved this revision of the School
Plan on: **6/16/2011**

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Ralph Waldo Emerson Junior High 2011-12
Single Plan For Student Achievement Report

Goals and Actions	Start Date	Completion Date	Amount
English Language Development			
ELD: Improving student language growth and achievement			
CELDT Training and Testing	4/4/2011	6/8/2012	\$1,000
EL Teacher Professional Development	4/4/2011	6/8/2012	\$2,900
Provide Clerical support for the monitoring of site EL Program	4/4/2011	6/8/2012	\$1,716
Enhance courses, curriculum, instructional and student materials for the EL program	4/4/2011	6/8/2012	\$6,000
School Climate			
Supporting Student Achievement through positive school climate and schoolwide programs			
Enhance Leadership courses, curriculum, and campus-wide student activities and supports.	3/3/2011	6/8/2012	\$500
Support for Campus Beautification, Recycling and Garden Program	4/4/2011	6/8/2012	\$0
Develop and maintain WEB Program	3/4/2011	6/8/2012	\$0
Develop and expand student leadership programs (ASB, Peer Leaders; Publications)	4/4/2011	6/8/2012	\$1,000
Support Diversity Training Program	4/4/2011	6/8/2012	\$3,000
Use school, community and parent resources to create positive school climate	4/19/2011	6/8/2012	\$0
Other			
Closing the Achievement and Equity Gap			
Continue/develop the AVID program at Emerson	3/18/2011	3/18/2011	\$20,240
Develop intervention classes within the school day to support student learning	4/4/2011	4/4/2011	\$20,500
After School Programs to support student achievement	4/4/2011	4/4/2011	\$4,500
Core Content Support: Improving Achievement through ELA, Math, Science, Social Studies			
Enhance courses, curriculum, instructional and student materials for the Core Program	4/26/2011	4/26/2011	\$0
Allocate resources for curriculum and instructional supplies and materials	4/26/2011	4/26/2011	\$2,000
Parent and Community Support to increase student achievement	4/26/2011	4/26/2011	\$0
Enrichment: Supporting student achievement through Spanish Immersion, GATE and robust electives			
Enhance courses, curriculum, instructional and student materials for the Gate and Electives	4/27/2011	4/27/2011	\$0
Allocation of resources to improve the elective program, curriculum content and instruction	4/27/2011	4/27/2011	\$1,631
Parent and Community support to increase elective opportunity	4/27/2011	4/27/2011	\$2,500

Ralph Waldo Emerson Junior High 2011-12
Single Plan For Student Achievement Report

Library Improvement			
Library schoolwide academic and curricular support for student achievement			
Development of Information and Media Literacy	4/19/2011	4/19/2011	\$2,500
Allocation of resources to improve library collection	4/26/2011	4/26/2011	\$6,000
Professional Development			
Professional Development as a support for student achievement			
Resource allocation to build professional and instructional leadership capacity in teachers	4/19/2011	4/19/2011	\$9,220
Technology			
Technological Development as a support for student achievement and 21st century learning			
Supporting technological development to increase student achievement	4/19/2011	4/19/2011	\$0
Total Annual Expenditures for Current Site Plan: \$85,207.00			

Goals

Form A: Planned Improvements in Student Performance

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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

Goal Area : English Language Development

Goal Title : ELD: Improving student language growth and achievement

It is the goal of Emerson Junior High to provide quality instruction for our EL learners so that they may achieve success in all subject areas. We will do this by:

1. Utilizing District and EL trained personnel to coordinate, teach and monitor the EL program at Emerson
2. Providing Professional Development for our EL teacher each year
3. Training staff in CELDT testing each year (as required by the state)
4. Monitoring student growth in language acquisition as measured by the CELDT test
5. Providing educational opportunities for our EL students within and outside of the school day as discussed in our site "Achievement Gap" goal

And these 4 actions will result in : 1. An increase in CELDT level growth (at least one level per year) for all EL students
2. Our students will continue to meet the AMAOs (1 and 2 each year)*** (see definitions below)
3. Our students will meet the CST proficiency levels--increasing each year by 5 to 10 percentage points annually

AMAO 1 - Percent of ELs Making Annual Progress in Learning English

AMAO 1 calculates the percentage of ELs making annual progress on the CELDT.

There are three general ways for English learners to meet the annual growth target on CELDT depending upon what level they were at on the previous CELDT. Those at the Beginning, Early Intermediate, and Intermediate levels are expected to gain one proficiency level. Those at the Early Advanced or Advanced level who are not yet English proficient are expected to achieve the English proficient level on CELDT. Those at the English proficient level are expected to maintain that level.

AMAO 2 - Percent of ELs Attaining English Proficiency on CELDT

AMAO 2 measures the percent of ELs in a defined cohort at a given point in time, who have attained the English proficient level on the CELDT as defined on the top of page 3. The cohort for AMAO 2 contains those students who could reasonably be expected to have reached English language proficiency at the time of the 2007 annual CELDT administration.

Four groups of students are combined into the AMAO 2 cohort:

All ELs who were at the Intermediate level overall the prior year (2006-07)

ELs at the Early Advanced or Advanced levels overall who were not English proficient the prior year (2006-07)

ELs at the Beginning or Early Intermediate level overall in the prior year (2006-07) who were enrolled in U.S. schools before July 1, 2003

ELs at the Beginning or Early Intermediate level overall in the prior year (2006-07), who entered U.S. schools after June 30, 2003, and who met the English proficient level on the 2007 annual CELDT.

[What data did you use to form this goal \(findings from data analysis\)?](#)

Date used to form this goal: AMAO reporting by the state; CELDT scores; CST scores

[How does this goal align to your Local Educational Agency Plan goals?](#)

Our district focus is to improve instruction for all students who fall into the educational achievement gap by using data driven instruction and professional learning communities who are involved in carrying out these goals at the site levels.

Ralph Waldo Emerson Junior High 2011-12 Single Plan For Student Achievement Report

What did the analysis of the data reveal that led you to this goal?

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 the CSTs.

Which stakeholders were involved in analyzing data and developing this goal?

Principal; Vice Principal; Counseors; EL teacher; District EL Coordinator; ELAC parents

Who are the focus students?

EL learners and RFEP students

What is the expected growth?

1. An increase in CELDT level growth (at least one level per year) for all EL students
2. Our students will continue to meet the AMAOs (1 and 2 each year)
3. Our students will meet the CST proficiency levels--increasing each year by 5 to 10 percentage points annually

What data will be collected to measure student achievement?

CELDT and CST; grades

What process will you use to monitor and evaluate the data?

Annually evaluate CELDT progression; use data to target instruction; use grade and CST data to monitor improvements and provide feedback

Actions to improve achievement to exit program improvement (if applicable).

Action Title: CELDT Training and Testing

Means of Achievement: Monitoring program implementation and results

Tasks :

Administer annual CELDT assessment to EL students for the purpose of monitoring and measuring annual language development levels/growth.

Measures :

CELDT training logs, count of administered CELDT tests; EL student CELDT results

People Assigned :

District EL Coordinator; Prinicpal; EL Teacher; Counseling Secretary/EL Support

Start Date : 4/4/2011

Completion Date : 6/8/2012

Funding Resources	Related Expenditures	Estimated Cost
EIA-LEP District Reservation for Site Use	CELDT Testing	\$1,000

Action Title: EL Teacher Professional Development

Means of Achievement: Staff development and professional collaboration

Tasks :

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)

Measures :

1. Staff will participate in various trainings with the assistance of the District EL Coordinator
2. Teachers will identify students in their classrooms who are EL and know their levels
3. Teachers will use SDAIE or other scaffolded learning strategies where appropriate to assist EL Students

People Assigned :

Principal, EL teacher; all staff; District EL Coordinator and Professional Development Specialist

Start Date : 4/4/2011

Completion Date : 6/8/2012

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	Teacher professional development	\$2,900

Action Title: Provide Clerical support for the monitoring of site EL Program

Means of Achievement: Monitoring program implementation and results

Tasks :

Maintain office clerical support for site monitoring of EL files; testing and reporting; CELDT levels and coordination of ELAC meetings; bilingual assistance and gathering data for District and Site EL Coordinator, teacher and principal

Measures :

Site Counseling secretary will assist the principal and the site EL teacher in achieving the above tasks

People Assigned :

Nancy Cardinal

Start Date : 4/4/2011

Completion Date : 6/8/2012

Funding Resources	Related Expenditures	Estimated Cost
EIA-LEP District Reservation for Site Use	Site EL Coordinator VSA	\$1,500
Economic Impact Aid: Limited English Proficiency (LEP)	Clerical Assistance for the EL program	\$216

Action Title: Enhance courses, curriculum, instructional and student materials for the EL program

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

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

Measures :

All materials, curriculum, classroom etc. will be used by the EL students and support the program and learning of the EL students.
All expenditures must fit this criteria and will be monitored by the site principal and EL teacher.

People Assigned :

Site Principal; EL teacher; Site Librarian

Start Date : 4/4/2011

Completion Date : 6/8/2012

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	Enhancing curriculum/Materials/supplies	\$6,000

Form A: Planned Improvements in Student Performance

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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

Goal Area : School Climate

Goal Title : Supporting Student Achievement through positive school climate and schoolwide programs

Goal 1: To provide a safe school environment which fosters learning through the communication and enforcement of school and district rules; safety drills and emergency preparedness

Goal 2: To provide a school environment that supports learning through visual esthetics, functionality, and a "Green" focus

Goal 3: To provide a school environment which encourages positive peer leadership and community building with all stakeholders which is consistent with our core school values: 1. We value supporting the whole child in the learning process 2. We value high academic achievement 3. We value a connected, caring school community

What data did you use to form this goal (findings from data analysis)?

School and District rules and procedures; Attendance data; climate surveys; evaluations from WEB and Diversity trainings; Detention logs; Suspension and referral data; feedback from all stakeholders; weight of recycled materials received from Davis Waste Management; Increase in use of cafeteria recycling stations

How does this goal align to your Local Educational Agency Plan goals?

It is part of the DJUSD LEAP plan to build positive school and community culture.

What did the analysis of the data reveal that led you to this goal?

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.

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

Goals will benefit all 7th, 8th, and 9th grade students at Emerson.

What is the expected growth?

- *Increase in overall school morale.
- *Reduction in reports of harassment and bullying
- *Decrease in vandalism, graffiti, and other such acts of school property damage and destruction.
- *Decrease in litter and an increase in recycling.
- *Increase in overall daily attendance.
- *Reduction in number of fights, suspensions, and theft of personal property (student to student theft).

What data will be collected to measure student achievement?

- *Student, parent, and staff Climate Survey.
- *Evaluations from Diversity Trainings, WEB activities, Peer Helping presentations.
- *Attendance data
- *Referral and suspension data
- *Detention logs

Ralph Waldo Emerson Junior High 2011-12 Single Plan For Student Achievement Report

What process will you use to monitor and evaluate the data?

- *Observations from custodial staff.
- *Weight of recycled material collected by recycling club and turned in to Davis Waste Removal.
- *Feedback from counselors and administration.
- *Feedback from students, staff, and parents.

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Enhance Leadership courses, curriculum, and campus-wide student activities and supports.

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

1. Continue small group forums every other month to discuss issues with students regarding climate issues.
2. Develop and hold an annual Friendship Day.
3. Create a more formalized recognition program to reward improvement and foster positive connections toward improvement in academic work, attitude, attendance, behavior, homework, grades, or simple good deeds, i.e., standing up to a bully, picking up someone else's trash, etc. This includes re-introducing such programs as "Stars of the Week" or "Student of the Month."
4. Continue such leadership team opportunities as the WEB program, Diversity Trainings, Health Presentations, Schoolwide assemblies / rallies, Red Ribbon Week, etc. These programs will continue to enhance the positive school climate and provide leadership opportunities for those involved.
5. 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 Repair Workshop, Assemblies ("Nightmare on Puberty Street" and "Secrets"), International Relations Week (Unity Week) activities, "Power and Privilege" program for all 8th grade students, Latina Conference at UC Davis, Lunchtime Club Fair, Spring Play Day, and ELD Parent Dinner.
6. Continue lunchtime tutoring program for 7th grade students by 8th and 9th grade Leadership students.

Measures :

1. Date and time of meeting will be documented and an attendance roster will be kept.
2. Date of event will be documented and an attendance roster will be kept.
3. Recognition program will be created and the specifics of the program will be presented to staff and made into a document that will be made available as a public document.
4. Course rosters, posters, and school wide calendar of events will document above mentioned courses and events.
5. Schoolwide calendar of events will document above mentioned events.
6. Roster will be kept of 7th grade students receiving lunchtime tutoring and 8th/9th grade students providing tutoring services.
7. Program will be developed and calendared. Documentation of program components and attendance rosters will be kept on file.

People Assigned :

Principal, Vice Principal, Counselors, Leadership Teachers, Climate Committee, Emerson Staff

Start Date : 3/3/2011

Completion Date : 6/8/2012

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Curriculum enhancement/supports	\$500

Action Title: Support for Campus Beautification, Recycling and Garden Program

Means of Achievement: Involvement of staff, parents and community

Tasks :

1. Promote activities with direct relationship to beautification, litter, and recycling, and create "School Site Beautification" club to work in conjunction with the Recycling Committee and the Garden Club and Cluster News class. Continued involvement of Leadership class in beautification and recycling.

2. Work with the community and PTA to help us achieve these tasks

The overall appearance of the campus will continue to improve as the beautification projects are developed and implemented

Measures :

2. Dates and times of meetings and project completion will be documented.

People Assigned :

Principal, Vice Principal, Leadership Staff, Club Advisors, Art Teacher, Emerson Staff

Start Date : 4/4/2011

Completion Date : 6/8/2012

Action Title: Develop and maintain WEB Program

Means of Achievement: Auxiliary services for students and parents

Tasks :

1. Continue to develop and implement WEB program for all incoming 7th grade students.

2. Develop and present lunchtime skits and activities (facilitated by WEB/Leadership students) that help to promote an understanding of how to be a successful, well-rounded and appropriate junior high school student and build relationships

3. Explore the possibility of WEB students mentoring an incoming 7th grader (like Link Crew or Big Brother/Big Sister)

4. Have quarterly WEB events with WEB leaders and their 7th grade groups

5. Provide funds to support the program (materials, curriculum, games etc) which have direct benefit to incoming students

Measures :

1. Documentation of WEB activity dates, events, and student rosters will be kept on file.

2. Event will be calendared and attendance roster will be kept on file.

3. Documentation of skits and activities as well as posters for these events will be kept on file.

People Assigned :

Leadership Teachers and Students, Principal, Vice Principal and Counselors

Start Date : 3/4/2011

Completion Date : 6/8/2012

Action Title: Develop and expand student leadership programs (ASB, Peer Leaders; Publications)

Means of Achievement: Increased educational opportunity

Tasks :

Measures :

People Assigned :

Start Date : 4/4/2011

Completion Date : 6/8/2012

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Expand/support leadership program	\$1,000

Action Title: Support Diversity Training Program

Means of Achievement: Increased educational opportunity

Tasks :

Measures :

People Assigned :

Start Date : 4/4/2011

Completion Date : 6/8/2012

Funding Resources	Related Expenditures	Estimated Cost
Emerson PTA	Resource support for Diversity Training	\$3,000

Action Title: Use school, community and parent resources to create positive school climate

Means of Achievement: Involvement of staff, parents and community

Tasks :

Task: 1. Continue to write and publish a monthly PTA newsletter to inform staff, parents, and community members of Emerson activities, events, and happenings. 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.
3. Utilize the newspaper, feeder schools to invite/target audiences for Emerson events

Measures :

Measures:

1. Monthly PTA newsletter will be created and distributed to Emerson staff, parents, and community members. 2. Website will be updated regularly and available to view. 3. Events will be calendared and approximate attendance will be documented and kept on file.

People Assigned :

All stakeholders

Start Date : 4/19/2011

Completion Date : 6/8/2012

Ralph Waldo Emerson Junior High 2011-12 Single Plan For Student Achievement Report

Form A: Planned Improvements in Student Performance

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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

Goal Area : Other

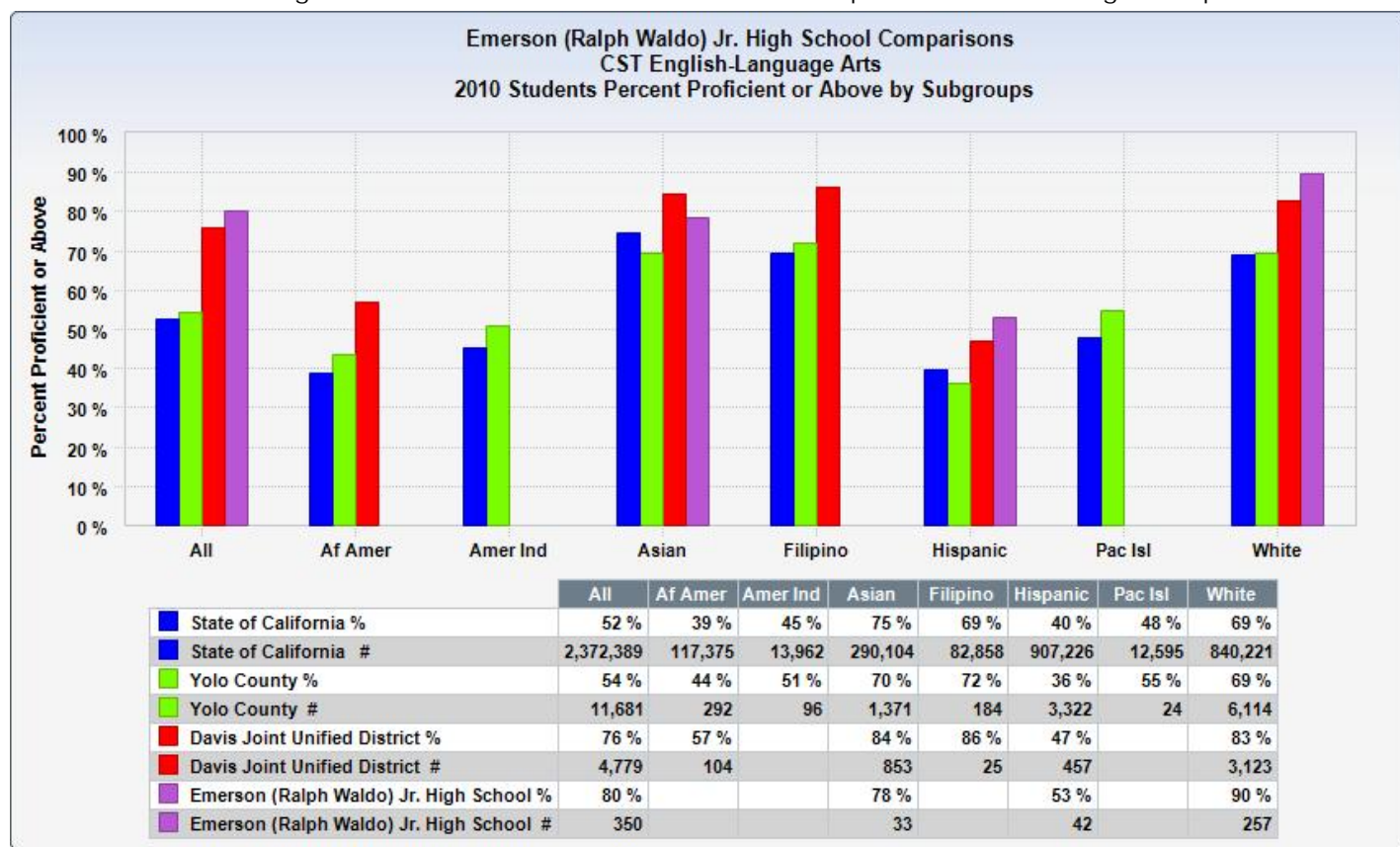
Goal Title : Closing the Achievement and Equity Gap

High Student achievement is one of Emerson's core values. We value the whole student and create a caring supportive community to create an environment where high achievement is fostered for all students.

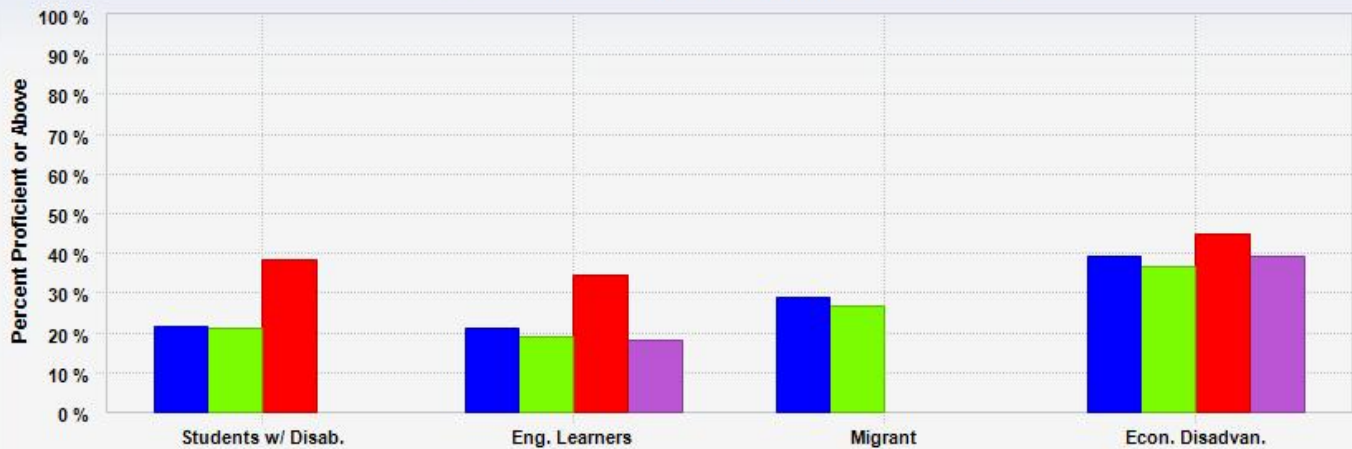
Our goal statement: We will provide intervention and instructional support for all of our underperforming students so that our Basic, Below Basic and Far Below Basic students will move up on performance band in the following school year; and that our D/F students will also improve achievement.

What data did you use to form this goal (findings from data analysis)?

Our local and state data indicate that our struggling populations are Latino, EL, SED. We do have other students who do not fit into these categories but receive 2 or more D's and F's on their quarter and semester grade reports.

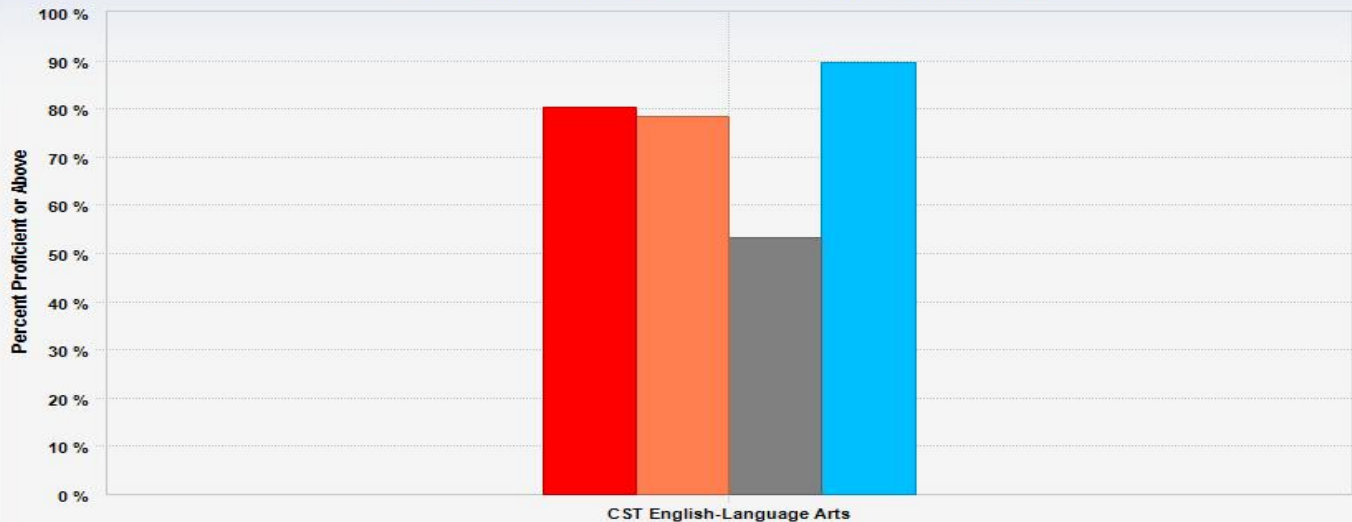


Emerson (Ralph Waldo) Jr. High School Comparisons
CST English-Language Arts
2010 Students Percent Proficient or Above by Subgroups

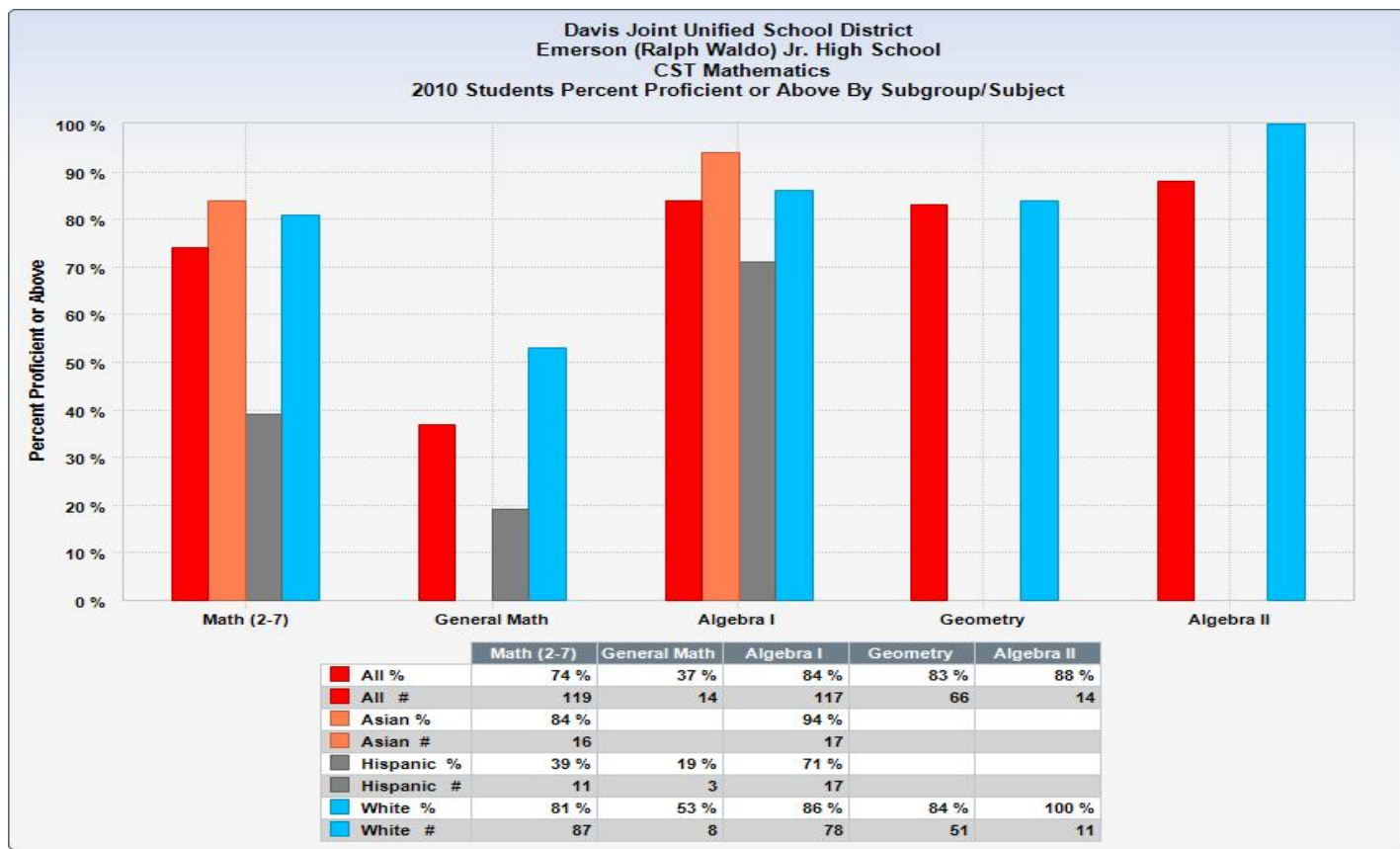


	Students w/ Disab.	Eng. Learners	Migrant	Econ. Disadvan.
State of California %	21 %	21 %	29 %	39 %
State of California #	63,679	208,431	21,253	1,001,617
Yolo County %	21 %	19 %	27 %	37 %
Yolo County #	306	830	114	4,031
Davis Joint Unified District %	38 %	35 %		45 %
Davis Joint Unified District #	154	191		506
Emerson (Ralph Waldo) Jr. High School %		18 %		39 %
Emerson (Ralph Waldo) Jr. High School #		5		24

Davis Joint Unified School District
Emerson (Ralph Waldo) Jr. High School
CST English-Language Arts
2010 Students Percent Proficient or Above By Subgroup/Subject



	CST English-Language Arts
All %	80 %
All #	350
Asian %	78 %
Asian #	33
Hispanic %	53 %
Hispanic #	42
White %	90 %
White #	257



How does this goal align to your Local Educational Agency Plan goals?

Our district focus is to improve instruction for all students who fall into the educational achievement gap by using data driven instruction and professional learning communities who are involved in carrying out these goals at the site levels.

What did the analysis of the data reveal that led you to this goal?

Emerson needs to focus on the 17 percent of our population which is not succeeding--this is based on an analysis of the STAR data which was disaggregated by ethnicity. Other than 9th grade AVID and Learning Center we do not have specific structured interventions for struggling students within the school day.

Our site focus needs now to reflect our core values. Extensive collaborative work this past year with staff helped us to reassess our core values.

1. We value supporting the whole child in the learning process
2. We value high academic achievement
3. We value a connected, caring school community

Which stakeholders were involved in analyzing data and developing this goal?

Principal;
Site Council;
Department Heads;
Faculty

Who are the focus students?

1. Latino Students
2. ELL students
3. Students with 2 or more D or F grades in core subject areas
4. Students who score Basic, Below Basic and Far Below Basic on the STAR testing

Ralph Waldo Emerson Junior High 2011-12 Single Plan For Student Achievement Report

What is the expected growth?

We would like to see our students move up a performance band in the START testing for the coming school year and for our EL students to move up 1 CELDT level.

What data will be collected to measure student achievement?

We will use:

Anecdotal data (teacher observation);
Grade level data;
STAR test results;
District Benchmarks;
Common Assessments at the site;
Grade data;
CELDT data (where applicable)

What process will you use to monitor and evaluate the data?

At the end of each school year the counselling office and administration and key core content area teachers will identify students who need intervention assistance based on the above listed criteria for the next school year. We will monitor student progress and grades each grading period via the counselling office.

We will identify these students and make sure that each teacher knows who their at risk students are. Our goal is to target instruction and intervention by using the RTI methodology of good first instruction and then appropriate interventions.

Core assessments, Benchmarks will be developed.

STAR data and grade data will be analyzed to see if our students are improving due to interventions received.

Departments and grade level meetings and staff collaborative time will be used to check in on struggling students analyze performance, develop assessments where needed, review our pacing, instructional methodology as tied to the standards but the main focus will be on these Key Driving questions:

1. What do we want our students to learn?
2. How do we know they are learning it?
3. How will we respond when the don't learn/struggle with learning?

This helps drive the ongoing cycle of instructional inquiry and improvement with a focus on learning.

Actions to improve achievement to exit program improvement (if applicable).

As students achieve proficiency they will no longer need the targeted interventions.

Action Title: Continue/develop the AVID program at Emerson

Means of Achievement: Increased educational opportunity

Tasks :

1. With Jennifer Wolfe (AVID Coordinator) continue to maintain AVID program certification
2. Expand the AVID program to the next grade level (which is grade 8 for the 2011-2012 school year)
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 teacher AVID

Measures :

1. Set a regular meeting (bi monthly) with the site AVID coordinator
2. Add an 8th grade AVID class in the 2011-2012 school year
3. Provide AVID professional development via AVID conferences

People Assigned :

Principal
AVID coordinator
Various staff

Start Date : 3/18/2011

Completion Date : 3/18/2011

Funding Resources	Related Expenditures	Estimated Cost
Targeted Instructional Improvement Block Grant	AVID Coordinator, .2 FTE	\$20,240

Action Title: Develop intervention classes within the school day to support student learning

Means of Achievement: Increased educational opportunity

Tasks :

Develop and support various interventions within the school day to assist struggling students with achievement and increased educational opportunity.

A. 1. Continue the Learning Center intervention--adjust the format of the class to focus on study skills and allow time for homework completion.

2. Purchase SOAR Curriculum to support this class (work books and teacher materials)

3. Targeted will be those who fall into our Achievement Gap as defined in our Goal

B: Develop the flexibility in the master schedule to support a "math clinic" 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

C. Continued implementation (with fidelity) to the READ 180 program to assist struggling readers

1. Targeted students will be those that fall into our Achievement Gap as defined in our Goal

Measures :

We will use a variety of measures to identify and support these students:

1. CST scores

2. End of year grades (for elementary students incoming as 7th graders)

3. Semester Grades

4. Counselor/teacher recommendation

People Assigned :

Principal; Vice Principal; Counselor; Math Department; READ 180 Teacher

Start Date : 4/4/2011

Completion Date : 4/4/2011

Funding Resources	Related Expenditures	Estimated Cost
Emerson PTA	providing planners for all students as a tool for success	\$1,800
Education Jobs Fund	Read180 Intervention Teacher, .2 FTE	\$18,700

Action Title: After School Programs to support student achievement

Means of Achievement: Extended learning time

Tasks :

1. Continue to fund the Student Study Space Program or explore the possibility of funding the "BRIDGE" program--a voluntary homework club--- where students can get assistance after school with their homework
2. Explore the possibility of continuing the "HELPS" class after school--a mandatory (with parent permission) for students who are struggling in core classes (2 or more D or F grades) if we have funding and a staff member willing to teach it

Measures :

We will use the following measures:

1. CST grades
2. Semester/quarter grades
3. Teacher/Counselor recommendation

Our target group will be those students who fall into the Achievement Gap as defined by our Goal

People Assigned :

Principal; Vice Principal, Counselors; Various Teaching Staff; UCD Tutors

Start Date : 4/4/2011

Completion Date : 4/4/2011

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Resource allocation for Student Study Space	\$4,500

Goal Area : Other

Goal Title : Core Content Support: Improving Achievement through ELA, Math, Science, Social Studies

High Student achievement is one of Emerson's core values. We value the whole student and create a caring supportive community to form an environment where high achievement is fostered for all students.

Our goal statement:

1. We will provide intervention and instructional support for all of our underperforming students so that our Basic, Below Basic and Far Below Basic students will move up on performance band in the following school year; and that our D/F students will also improve achievement in our ELA and Math content areas. (See plan section on Closing the achievement gap).
2. We also desire to support our Science and Social Studies curriculum, though it is not measured in the AYP by NCLB. Our core subject curriculum is still important in our state API and college and vocational success.

[What data did you use to form this goal \(findings from data analysis\)?](#)

Our local and state data indicate that our struggling populations in ELA and Math are Latino, EL, SED. We do have other students who do not fit into these categories but receive 2 or more D's and F's on their quarter and semester grade reports.

[How does this goal align to your Local Educational Agency Plan goals?](#)

Our district focus is to improve instruction for all students who fall into the educational achievement gap in Math and ELA by using data driven instruction and professional learning communities who are involved in carrying out these goals at the site levels. This kind of standards alignment and data driven instruction also supports the Science and Social studies goals to move students up on the performance bands.

[What did the analysis of the data reveal that led you to this goal?](#)

Emerson needs to focus on the 17 percent of our population which is not succeeding--this is based on an analysis of the STAR data which was disaggregated by ethnicity. Other than 9th grade AVID and Learning Center we do not have specific structured interventions for struggling students within the school day. Our site focus needs now to reflect our core values. Extensive collaborative work this past year with staff helped us to reassess our core values. 1. We value supporting the whole child in the learning process 2. We value high academic achievement 3. We value a connected, caring school community

[Which stakeholders were involved in analyzing data and developing this goal?](#)

Principal; Site Council; Department Heads; Faculty

[Who are the focus students?](#)

1. Latino Students
2. ELL students
3. Students with 2 or more D or F grades in core subject areas
4. Students who score Basic, Below Basic and Far Below Basic on the STAR testing

[What is the expected growth?](#)

We would like to see our students move up a performance band in the STAR testing for the coming school year and for our EL students to move up 1 CELDT level.

[What data will be collected to measure student achievement?](#)

We will use: Anecdotal data (teacher observation); Grade level data; STAR test results; District Benchmarks; Common Assessments at the site; Grade data; CELDT data (where applicable)

What process will you use to monitor and evaluate the data?

At the end of each school year the counselling office and administration and key core content area teachers will identify students who need intervention assistance based on the above listed criteria for the next school year. We will monitor student progress and grades each grading period via the counselling office. We will identify these students and make sure that each teacher knows who their at risk students are. Our goal is to target instruction and intervention by using the RTI methodology of good first instruction and then appropriate interventions. Core assessments, Benchmarks will be developed. STAR data and grade data will be analyzed to see if our students are improving due to interventions received. Departments and grade level meetings and staff collaborative time will be used to check in on struggling students analyze performance, develop assessments where needed, review our pacing, instructional methodology as tied to the standards but the main focus will be on these Key Driving questions: 1. What do we want our students to learn? 2. How do we know they are learning it? 3. How will we respond when the don't learn/struggle with learning? This helps drive the ongoing cycle of instructional inquiry and improvement with a focus on learning.

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Enhance courses, curriculum, instructional and student materials for the Core Program

Means of Achievement: Alignment of instruction with content standards

Tasks :

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. Teachers in core disciplines will be provided with the names of students who fall into the Basic, Below Basic and Far Below Basic bands and will work with them via differentiated instruction, referral to student study space, or other interventions to bring them up a performance band
5. Teachers will recommend interventions for in core subjects for students who fall below a C (70-79)
6. Where appropriate teachers will identify enrichment opportunities for students via field trips or

Measures :

1. All Core programs will be guided by state standards.
2. Department heads will work with subject area teams and administration during collaborative time to: 1. identify essential standards 2. develop pacing 3. develop common assessments 4. Discuss interventions for struggling students
3. Records of Department and grade team level meetings will be kept and forwarded to the Administration and Counseling offices
4. Grade reports (progress, quarterly, semester) will be kept on file

People Assigned :

All core teaching staff, Department Heads, Principal, Vice Principal, Counselors, Librarian, Special Education teachers

Start Date : 4/26/2011

Completion Date : 4/26/2011

Action Title: Allocate resources for curriculum and instructional supplies and materials

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

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

Measures :

1. All curriculum, supplies, texts will be used at the school site
2. All purchases are documented via receipts, POs

People Assigned :

Core Subject area staff, Special Education staff, Librarian, Principal, Vice Principal

Start Date : 4/26/2011

Completion Date : 4/26/2011

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Curriculum, Instruction/Materials	\$2,000

Action Title: Parent and Community Support to increase student achievement

Means of Achievement: Involvement of staff, parents and community

Tasks :

1. Continue to utilize UCD tutors from the 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

Measures :

1. Principal, Vice Principal and Counselors will keep track of UCD tutor volunteers, mentors during the school year to create an official record
2. With the assistance of the SPED department we will strategically assign paraeducators to classes to work in classrooms with a higher proportion of SPED students in core subject areas

People Assigned :

Principal, Vice Principal, Counselors, Staff

Start Date : 4/26/2011

Completion Date : 4/26/2011

Goal Area : Other

Goal Title : Enrichment: Supporting student achievement through Spanish Immersion, GATE and robust electives

High Student achievement is one of Emerson's core values. We value the whole student and create a caring supportive community to form an environment where high achievement is fostered for all students. Our goal statement: We desire to provide a well rounded elective program which fosters creativity, critical thinking and the exploration of new ideas and experiences to round out a child's core education.

What data did you use to form this goal (findings from data analysis)?

There is a wide body of current research which supports the concept of "whole child" education and that exposure to a variety of elective choices enriches the educational experience.

How does this goal align to your Local Educational Agency Plan goals?

Our district is committed to providing robust elective experiences for all students to enrich their education.

What did the analysis of the data reveal that led you to this goal?

Our elective program needs to reflect our core values. Extensive collaborative work this past year with staff helped us to reassess our core values. 1. We value supporting the whole child in the learning process 2. We value high academic achievement 3. We value a connected, caring school community

Which stakeholders were involved in analyzing data and developing this goal?

Principal; Site Council; Department Heads; Faculty

Who are the focus students?

All students

What is the expected growth?

We would like to see our students move up a performance band in the STAR testing for the coming school year and for our EL students to move up 1 CELDT level.

What data will be collected to measure student achievement?

We will use: Anecdotal data (teacher observation); Grade level data; STAR test results; District Benchmarks; Common Assessments at the site; Grade data; CELDT data (where applicable)

What process will you use to monitor and evaluate the data?

At the end of each school year the counselling office and administration and key core content area teachers will identify students who need intervention assistance based on the above listed criteria for the next school year. We will monitor student progress and grades each grading period via the counselling office. We will identify these students and make sure that each teacher knows who their at risk students are. Our goal is to target instruction and intervention by using the RTI methodology of good first instruction and then appropriate interventions. Core assessments, Benchmarks will be developed. STAR data and grade data will be analyzed to see if our students are improving due to interventions received. Departments and grade level meetings and staff collaborative time will be used to check in on struggling students analyze performance, develop assessments where needed, review our pacing, instructional methodology as tied to the standards but the main focus will be on these Key Driving questions: 1. What do we want our students to learn? 2. How do we know they are learning it? 3. How will we respond when the don't learn/struggle with learning? This helps drive the ongoing cycle of instructional inquiry and improvement with a focus on learning.

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Enhance courses, curriculum, instructional and student materials for the Gate and Electives

Means of Achievement: Alignment of instruction with content standards

Tasks :

1. Align curriculum to essential standards for each course
2. Teachers will set appropriate pacing to cover essential standards
3. Formative assessments will be used to target instruction for student success
4. Teachers will be provided with names of students who fall into the Basic, Below Basic and Far Below Basic bands so that they may make appropriate interventions or enrichment opportunities available
5. Non academic elective teachers will have time to meet and collaborate on their own curriculum during collaborative choice days or department meeting days

Measures :

1. Department Heads will work with subject area teams during collaborative time to
1. Identify essential standards
2. Develop Pacing
3. Develop common assessments
4. Discuss interventions for struggling students
5. Records of department and grade team meetings will be kept and forwarded to the administration and counseling offices
6. Grade reports will be kept on file

People Assigned :

All elective teachers, Principal, Vice Principal and counselors

Start Date : 4/27/2011

Completion Date : 4/27/2011

Action Title: Allocation of resources to improve the elective program, curriculum content and instruction

Means of Achievement: Increased educational opportunity

Tasks :

Provide funding which will allow teachers purchase needed materials or supports for the elective classes and GATE

Measures :

All materials will be used to improve instruction and give students increase educational opportunity in the elective classes

People Assigned :

All elective teachers, Principal, Vice Principal

Start Date : 4/27/2011

Completion Date : 4/27/2011

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Choir Accompanist support	\$1,000
School and Library Improvement Block Grant	Curriculum/materials	\$631

Action Title: Parent and Community support to increase elective opportunity

Means of Achievement: Involvement of staff, parents and community

Tasks :

1. Work with DSOMA, PTA and other local organizations to build financial support for our elective programs
2. Contact UCD Music Department for possible assistance--accompanists--other help/tutoring for music
3. Work with the music department to explore funding options
4. Work with the art teacher and other elective teachers for funding ideas for their classes
5. Work with the academic elective teachers to identify resources for their programs
6. Develop action plans with each of these groups and delegate tasks

Measures :

1. Contact logs will be kept and meeting dates/minutes will be kept via department meetings or other meeting venues

People Assigned :

Elective Teachers, Principal and Vice Principal

Start Date : 4/27/2011

Completion Date : 4/27/2011

Funding Resources	Related Expenditures	Estimated Cost
Emerson PTA	Choir Accompanist support	\$2,500

Form A: Planned Improvements in Student Performance

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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

Goal Area : Library Improvement

Goal Title : Library schoolwide academic and curricular support for student achievement

1. 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.

2. It is the goal of the library to be a welcoming place for students to come and use the resources at lunch and after school. Our goal is to increase library attendance before, during and after school by 20% over the 2010-2011 school year.

3. It is the goal of the library to update and expand the print media and other media to better serve student interests and promote reading/literacy

What data did you use to form this goal (findings from data analysis)?

There is a wide base of research which correlates strong library programs with student success in school.

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Principal, Librarian

Who are the focus students?

All Emerson Junior and Da Vinci Students

What is the expected growth?

1. We would like to see our students move up a performance band in the START testing for the coming school year and for our EL students to move up 1 CELDT level.

What data will be collected to measure student achievement?

We will use: Anecdotal data (teacher observation); Grade level data; STAR test results; District Benchmarks; Common Assessments at the site; Grade data; CELDT data (where applicable)

Departments and grade level meetings and staff collaborative time will be used to check in on struggling students analyze performance, develop assessments where needed, review our pacing, instructional methodology as tied to the standards but the main focus will be on these Key Driving questions: 1. What do we want our students to learn? 2. How do we know they are learning it? 3. How will we respond when the don't learn/struggle with learning? This helps drive the ongoing cycle of instructional inquiry and improvement with a focus on learning.

Actions to improve achievement to exit program improvement (if applicable).

3. Our librarian is involved in department and grade level meetings and will work with faculty to find ways in which to enrich the content areas by text use or assisting in the development of curriculum which addresses research skills, media literacy, technology etc.

Ralph Waldo Emerson Junior High 2011-12 Single Plan For Student Achievement Report

What process will you use to monitor and evaluate the data?

1. Measuring outcomes are mostly anecdotal reports from staff, student and parents although formal studies in other states prove that students who attend schools with fully staffed and adequately supplied libraries achieve higher scores on standardized tests.
2. We will keep a library use log for both students and teachers.

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Development of Information and Media Literacy

Means of Achievement: Increased educational opportunity

Tasks :

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

Measures :

1. Posted hours
2. Library passes
3. Meeting attendance documented
4. Continue to analyze, weed and update collection and technology
5. Book Faire
6. Battle of the Books
7. Wish list from teachers and students for new materials
8. Library use log

People Assigned :

Principal, Librarian

Start Date : 4/19/2011

Completion Date : 4/19/2011

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	development of informational and media literacy	\$2,000
School and Library Improvement Block Grant	development of media and informational literacy	\$500

Action Title: Allocation of resources to improve library collection

Means of Achievement: Increased educational opportunity

Tasks :

1. Continue the process of weeding outdated materials
2. Monitor and log new purchases to update collections--survey areas of large need

Measures :

Librarian will monitor, record and keep records of the status of the library collection and resources

People Assigned :

Principal, Librarian

Start Date : 4/26/2011

Completion Date : 4/26/2011

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	Resources to support library collection	\$6,000

Ralph Waldo Emerson Junior High 2011-12 Single Plan For Student Achievement Report

Form A: Planned Improvements in Student Performance

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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

Goal Area : Professional Development

Goal Title : Professional Development as a support for student achievement

It is our goal to support teachers with trainings that will assist them in developing their content knowledge, new teaching methodologies and pedagogical practices which will enable us to engage students in learning.

What data did you use to form this goal (findings from data analysis)?

Our site focus needs now to reflect our core values. Extensive collaborative work this past year with staff helped us to reassess our core values. 1. We value supporting the whole child in the learning process 2. We value high academic achievement 3. We value a connected, caring school community

Part of this process means that we want to value and support our teachers as they learn new ideas which they can then incorporate into their classrooms.

How does this goal align to your Local Educational Agency Plan goals?

Our district focus is to improve instruction for all students by using data driven instruction and professional learning communities which use research based practices to improve instruction and learning.

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

All students are impacted when teachers are trained and highly qualified.

What is the expected growth?

We would like to see our students move up a performance band in the STAR testing for the coming school year and for our EL students to move up 1 CELDT level.

What data will be collected to measure student achievement?

We will use: Anecdotal data (teacher observation); Grade level data; STAR test results; District Benchmarks; Common Assessments at the site; Grade data; CELDT data (where applicable)

What process will you use to monitor and evaluate the data?

Our goal is to target instruction and intervention by using the RTI methodology of good first instruction and then appropriate interventions. Core assessments, Benchmarks will be developed. STAR data and grade data will be analyzed to see if our students are improving due to interventions received. Departments and grade level meetings and staff collaborative time will be used to check in on struggling students analyze performance, develop assessments where needed, review our pacing, instructional methodology as tied to the standards but the main focus will be on these Key Driving questions: 1. What do we want our students to learn? 2. How do we know they are learning it? 3. How will we respond when the don't learn/struggle with learning? This helps drive the ongoing cycle of instructional inquiry and improvement with a focus on learning.

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Resource allocation to build professional and instructional leadership capacity in teachers

Means of Achievement: Staff development and professional collaboration

Tasks :

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 ongoing work of our site on teacher collaboration/data analysis to support student achievement

Measures :

1. We will continue to provide training for our staff in a variety of areas--Content area, AVID, PLC, EL, Technology, diversity, differentiated instruction, RTI and other appropriate trainings which will positively impact student achievement. We will continue to use data--common/formative assessments, essential standards, STAR data, classroom assessments to analyze how we are supporting and reaching our goals. Provide staff development opportunities and teacher/staff release time.
2. The principal will have documentation on conference and training attendance.

People Assigned :

All staff

Start Date : 4/19/2011

Completion Date : 4/19/2011

Funding Resources	Related Expenditures	Estimated Cost
Targeted Instructional Improvement Block Grant	Release days for PLC efforts	\$8,820
School and Library Improvement Block Grant	AVID conference for several teachers	\$400

Ralph Waldo Emerson Junior High 2011-12 Single Plan For Student Achievement Report

Form A: Planned Improvements in Student Performance

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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

Goal Area : Technology

Goal Title : Technological Development as a support for student achievement and 21st century learning

It is our goal to create a site technology plan which will enable us to expand and develop our technological resources to impact instruction and educate our children preparing them for 21st century media literacy and useage.

What data did you use to form this goal (findings from data analysis)?

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.

How does this goal align to your Local Educational Agency Plan goals?

It is the goal of our district to prepare students for the modern workplace which increasingly includes knowledge of how to use various technologies.

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

All students at Emerson and DaVinci Junior High

What is the expected growth?

We will use technonology to support our school wide goals--which will indirectly support our previously stated growth measures.

What data will be collected to measure student achievement?

What process will you use to monitor and evaluate the data?

1. We will collect our own site technological data and create a site plan for technology use, training and replacement

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Supporting technological development to increase student achievement

Means of Achievement: Increased educational opportunity

Tasks :

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

Measures :

1. Assess our technological fixed assets and create a list of what we have and what needs to be replaced
2. Develop community partners or other funding sources (Grants, PTA) to assist us in our technology development
3. Seek out teacher training--conduct survey of technology use as it pertains to instruction--then create an action plan for developing resources

People Assigned :

Principal, Vice Principal, Site Tech, District Office, Teachers

Start Date : 4/19/2011

Completion Date : 4/19/2011

Ralph Waldo Emerson Junior High 2011-12 Single Plan For Student Achievement Report

Funding Programs Included in this Plan

Each state and federal categorical program in which the school participates.

Total Site Plan Budget : \$85,207

Total Annual Expenditures for Current School Plan: \$85,207

Funding Resource Code	Funding Resource Description	Funding Allocation	Budgeted Allocation	Balance Available
7091	Economic Impact Aid: Limited English Proficiency (LEP)	\$17,116	\$17,116	\$0
	Allocation of resources to improve library collection		\$6,000	
	Development of Information and Media Literacy		\$2,000	
	EL Teacher Professional Development		\$2,900	
	Enhance courses, curriculum, instructional and student materials for the EL program		\$6,000	
	Provide Clerical support for the monitoring of site EL Program		\$216	
	Emerson PTA	\$7,300	\$7,300	\$0
	Develop intervention classes within the school day to support student learning		\$1,800	
	Parent and Community support to increase elective opportunity		\$2,500	
	Support Diversity Training Program		\$3,000	
7394	Targeted Instructional Improvement Block Grant	\$29,060	\$29,060	\$0
	Continue/develop the AVID program at Emerson		\$20,240	
	Resource allocation to build professional and instructional leadership capacity in teachers		\$8,820	
7395	School and Library Improvement Block Grant	\$10,531	\$10,531	\$0
	After School Programs to support student achievement		\$4,500	
	Allocate resources for curriculum and instructional supplies and materials		\$2,000	
	Allocation of resources to improve the elective program, curriculum content and instruction		\$1,631	
	Develop and expand student leadership programs (ASB, Peer Leaders; Publications)		\$1,000	
	Development of Information and Media Literacy		\$500	
	Enhance Leadership courses, curriculum, and campus-wide student activities and supports.		\$500	
	Resource allocation to build professional and instructional leadership capacity in teachers		\$400	
3205	Education Jobs Fund	\$18,700	\$18,700	\$0
	Develop intervention classes within the school day to support student learning		\$18,700	

Ralph Waldo Emerson Junior High 2011-12 Single Plan For Student Achievement Report

7091	EIA-LEP District Reservation for Site Use	\$2,500	\$2,500	\$0
	CELDT Training and Testing		\$1,000	
	Provide Clerical support for the monitoring of site EL Program		\$1,500	
Total amount of categorical funds allocated to this school:		\$85,207	\$85,207	\$0

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
Carolyn Kennedy (Alternate)	Other School Staff	ckennedy@djud.k12.c	5/27/2011
Micaela Everitt	Secondary Student	micaela10.0@att.net	5/27/2011
Jason Teves	Classroom Teacher	jteves@djud.k12.ca.	5/27/2011
Alicia Cummings	Principal	acummings@djud.neet	5/27/2011
Jill VanZanten	Parent or Community Member	jillvz@sbcglobal.net	5/27/2011
Alison Kimmel	Classroom Teacher	akimmel@djud.net	5/27/2011
Gerri Brown	Parent or Community Member	gabrown@ucdavis.edu	5/27/2011
Maya Gilardi	Secondary Student	polkadotmag@gmail.co	5/27/2011
Harrison Balsdon	Secondary Student	harrisonbalsdon@yaho	5/27/2011
Larry McCoy	Parent or Community Member	larmccoy@pacbell.net	5/27/2011
Kimberly Perez	Other School Staff	kperez@djud.net	
Eric Jacobsen	Classroom Teacher	ejacobsen@djud.net	5/27/2011

Total Number of Committee Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of Members of each Category	1	3	2	3	3

Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

Approval Date

1. School Site Council Members
2. Plan Review Due Date:
3. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
4. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
5. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
 - English Learner Advisory Committee
 - Special Education Advisory Committee
 - Gifted and Talented Education Advisory Committee
 - School Climate Committee
6. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
7. This school plan 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.
8. Public Notice Due Date:
9. District Governing Board Annual Review Due Date:
10. This School Plan was adopted by the School Site Council at a public meeting on:
11. Attested by School Principal:
12. Attested by School Site Council Chairperson:

5/19/2011

5/24/2011

6/16/2011

5/27/2011

5/27/2011

5/27/2011

Alicia Cummings

Typed name of school principal

Signature of school principal

Date

Typed name of SSC chairperson

Signature of SSC chairperson

Date