

# **SINGLE PLAN FOR STUDENT ACHIEVEMENT**

## **Annual Program Evaluation - 2013-14**

School: Arboga Elementary School

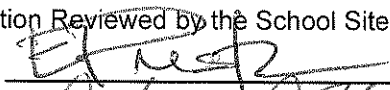
Principal: Eric Preston

### **School Site Council Certification**

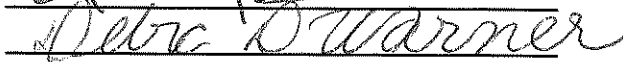
**The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])**

Annual Program Evaluation Reviewed by the School Site Council on 05/29/2014.

Principal's Signature:



SSC Chair Signature:



## GOAL #1

The site will put categorical dollars towards salaries that directly impact increasing both student academic achievement and improving student behavior.

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| <p><b>What data did you use to form this goal (findings from data analysis)?</b><br/>STAR testing, CELDT testing, district benchmark assessments, embedded curricular assessments, DIBELS test results, Accelerated Reader testing data, Accelerated Math testing data/objectives mastered, report cards, referrals, students being sent to the office etc.</p>     | <p><b>What did the analysis of the data reveal that led you to this goal?</b><br/>1. There is always room for growth academically with all subgroups.<br/>2. The site needs help with creating positive behavioral choices for students.</p>                                         |
| <p><b>Who are the focus students and what is the expected growth?</b><br/>Although the focus groups are EL students, low SES students and Special Education students, all students will benefit, and we desire measurable growth in student academic achievement and a measurable decline in student referrals/students being sent to the office.</p>               | <p><b>What data will be collected to measure student achievement?</b><br/>Data mentioned earlier.</p>                                                                                                                                                                                |
| <p><b>What process will you use to monitor and evaluate the data?</b><br/>Looking to the data to see: where grade level instruction can improve; where transitions from grade to grade can improve; what categorically funded positions help students meet academic and behavioral goals; where interventions have helped; what interventions have helped, etc.</p> | <p><b>Actions to improve achievement to exit program improvement (if applicable).</b><br/>1. Teacher articulation time will more closely focus on providing students what they need to backfill educational gaps and how to teach them to read, think and write more critically.</p> |

Please report progress in actions implemented this year:

| <p><b>Actions To Be Taken To Reach This Goal</b></p>                                                                                                                                                                                                                                                                                                                                                               | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p>                                                                                                                                                                                                                         |
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| <p>1.1 Use release time to discuss student progress, pace curriculum, determine intervention groups, collaborate on teaching strategies, analyze results of assessments by grade level, site level and interdistrict, and participate in professional development, all based on full implementation of the Common Core State Standards in 2014-2015.</p>                                                           | <p>Release time this year was at a premium, as our district instituted multiple days of training after the year began, limiting site availability for substitutes. Nevertheless, when given the opportunity, our teachers made the most of these days, discussing curricular pacing, assessments, tutoring groups, projects, assignment positives/negatives, etc. This time to focus on students progress and how to reach the students is much appreciated and valued by the site instructors.</p> |
| <p>1.2 Providing one 3.75 hour Literary Resource Technician who will provide comprehensive services to students, freeing teachers up to teach. The Literary Resource Technician will be responsible for all functions of the library.</p>                                                                                                                                                                          | <p>The Literary Resource Technician has been responsible for all facets of the library, from deciding which books to add to the collection, to promoting Accelerated Reader, to running contests that encourage reading, to checking out and reshelving books, to helping students learn to keyboard, to instructing students on Chromebooks, etc. This year between August 18, 2013 and May 15, 2014, there were 20,475 books checked out of our Library.</p>                                      |
| <p>1.3 Providing a bilingual Family Liaison who will assist us in better interactions with our entire parent community and focusing on our Spanish speaking community through actions such as translating at Parent Conferences and at school events, etc. to increase academic achievement and reinforce the importance of good communication between school and home in supporting student academic success.</p> | <p>Unfortunately, this year our bilingual Family Liaison had a rough year medically. She was out on leaves this year more than she was here and ultimately resigned from the position.</p>                                                                                                                                                                                                                                                                                                          |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                    | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                   |
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| 1.4 Provide Instructional Assistants to help with ELA instruction in Kindergarten through 3rd Grade, with assistance given to upper grades should the schedule allow for it.                                                                                                                                                                                                              | The Instructional Assistants funded via categorical dollars served two Kindergarten classrooms for 2 hours each, four 1st grade classrooms for 60 minutes each providing Daily 5 ELA workshop assistance, four 2nd grade classrooms for 45 minutes each providing ELA assistance, and occasionally some math help, one 3rd grade group for 90 minutes focusing on reading, another 3rd grade group for 30 minutes also focusing on reading, and one 5th grade group for 45 minutes focusing on math skills.                                                                                                                                                    |
| 1.5 Providing a 3.75 hour Elementary Student Support Specialist to assist students in better understanding the link between their behavioral decisions and their learning, to help them become, when appropriate, a part of the SST, IEP and Section 504 meeting process, and to work with the families of our students, providing them support with their students' educational success. | Our Student Support Specialist acts as a triage of sorts for the front office, in that she is able to work with students who are sent up for behavioral issues and often turns them around. She attends approximately 1/2 of our SSTs and then follows up with parents about student progress, both behavioral and academic. She meets with students in both their classrooms and the office to assist them in decision making skills/behavior redirections that are getting in the way of their learning.                                                                                                                                                     |
| 1.6 Provide after school tutoring for any student in grades 1-6 who is struggling with the skills or concepts necessary to demonstrate proficiency and/or continued progress toward academic mastery of the Common Core State Standards (20 hours per teacher).                                                                                                                           | 16 of our 18 eligible teachers tutored students after school in groups ranging from 7-18 per session. The emphasis was on Language Arts and math, and our RSP teacher was included, as was an Instructional Assistant who tutored 5th and 6th graders specifically in math. As this was the year we were transitioning to the shifts in the Common Core Standards, the bulk of tutoring focused on helping the students make the requisite changes in thinking and on strengthening foundational skills.                                                                                                                                                       |
| 1.7 Providing a technology based enrichment program for our GATE identified/recommended students.                                                                                                                                                                                                                                                                                         | This year our GATE students worked through a program called Students Design for School which teaches them how to identify a problem in the school and then to create a plan to address that problem. Students used Prezi Pro as the technology presentation tool to do so, and also utilized the STARS program's Ipads throughout the entire process. Students were introduced to Google Docs and Google Drive so that team members could communicate with each other and with their teacher about their projects. The culminating event is an evening (to be held June 5th) where students will present to all of the GATE parents their Prezi presentations. |

## GOAL #2

Providing supplemental materials, supplies, services to enhance student mastery of the Common Core State Standards.

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| <b>What data did you use to form this goal (findings from data analysis)?</b><br>CELDT results, STAR testing results, curriculum embedded assessments, DIBELS test results, classroom performance, Accelerated Reader testing data, Accelerated Math testing data/objectives mastered, report cards, etc.                                                                                 | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Supplemental materials, supplies, and services can enhance the instructional process greatly.                                                                                                                                               |
| <b>Who are the focus students and what is the expected growth?</b><br>Although EL students, low SES students and Special Education students are the focus, all students will benefit from additional instructional materials, etc., and we desire measurable growth in student academic achievement and a measurable increase in demonstrated mastery of the Common Core State Standards. | <b>What data will be collected to measure student achievement?</b><br>CELDT results, STAR testing results curriculum embedded assessments, DIBELS test results, classroom performance, Accelerated Reader testing data, Accelerated Math testing data/objectives mastered, report cards, Rti data, tutoring records, etc. |
| <b>What process will you use to monitor and evaluate the data?</b><br>CELDT, STAR testing results, embedded assessments, DIBELS test results, classroom performance, Accelerated Reader testing data, Accelerated Math testing data/objectives mastered, report cards a decrease in students needing tutoring/interventions, etc.                                                         | <b>Actions to improve achievement to exit program improvement (if applicable).</b>                                                                                                                                                                                                                                        |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Evaluation Of Researched-Based Activities To Determine if Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| 2.1 Continue the supplemental Renaissance Place contract for Accelerated Reader, Accelerated Math, Math Facts in a Flash and English Facts in a Flash to help students improve their English/Language Arts and Math skills. Continue maintenance contracts on school printers to provide students with enrichment opportunities and skills practices to reach mastery of the Common Core State Standards. Continue the Art Docent contract to provide students a chance to learn about and reflect on art, and then to make literary and real world connections to said art, demonstrating emerging and developing critical thinking skills. | This year, as of May 14, 2014, we had 386 students participate in Accelerated Reader. These students took a total of 15,432 quizzes and earned a total of 17,870 points. 92% of the books they read were classed as Fiction, and 8% were classed as Nonfiction. For Accelerated Math, we had 137 students take a total of 4,095 tests and master 3,958 objectives. This year we had 9 Art Docents who volunteered their time in 19/20 of our classrooms delivering the Art Docent instruction using lessons and examples from the online contract we purchased. Students are exposed to great works of art and artists (art appreciation) and then have the opportunity to create their own versions of it. Several classrooms have utilized the art instruction in such a way that their students write about their experiences with art or about artists/art. |
| 2.2 Additions to the Library Collection, various Library supplies and extra help for the Literary Resource Technician.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | We added a total of 435 books to our library collection this year, and provided approximately 40 hours of help/assistance to our Literary Resource Technician. Additionally, as mentioned in 1.2, we had a total of 20,475 books checked out through our Library from August 19, 2013 to May 15, 2014.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 2.3 Purchasing/replacing instructional technology that will assist teachers in helping students learn and demonstrate mastery of the Common Core State Standards.                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | This year we were able to purchase 99 Chromebooks which were distributed into classrooms using the following formula--K-2=4; 3rd=5; 4-6=6--and will allow students more exposure to keyboarding, more access to online testing, such as Accelerated Reader, Learning A-Z, etc., more access in grades 3 and up to Google Docs/Google Drive, Powerpoint and Prezi Presentations, etc. Purchasing replacement parts for existing technology, such as bulbs for LCD Projectors, allows for teachers to share with students more immediate examples to illustrate their teaching, including student samples from that day.                                                                                                                                                                                                                                          |
| 2.4 Purchasing additional supplies that will be utilized to vary the learning environment and educational experience, and will help students progress towards mastery of the Common Core State Standards.                                                                                                                                                                                                                                                                                                                                                                                                                                    | Purchases in this area included models of layers of the earth for 2nd grade Geology lessons, manipulatives to enhance comprehension of skills in Kindergarten/1st grade, Base 10 blocks for 2nd grade math, Tag Readers for K-2 ELA workshops, etc.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| <p><b>Actions To Be Taken To Reach This Goal</b></p>                                                                                                                      | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b></p> <p>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p>                                                                                                                                                                                                             |
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| <p>2.5 Purchasing any additional curriculum to help students become critical thinkers and to master basic skills necessary to master the Common Core State Standards.</p> | <p>As we have made the transition from our district approved core curriculums into the more nebulously (in a good way) defined Common Core, our teachers have been looking for multiple ways to engage students and to maximize teaching and learning. Examples of such are some lessons from Teachers Pay Teachers that enhance the core instruction, some writing instruction books that provide multiple ways for teachers to teach writing and for students to experience writing.</p> |

### GOAL #3

Increasing parent involvement in the school.

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| <b>What data did you use to form this goal (findings from data analysis)?</b><br>All data indicates that increased parent involvement will result in increased student performance.                   | <b>What did the analysis of the data reveal that led you to this goal?</b><br>See information to the left.                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Who are the focus students and what is the expected growth?</b><br>The entire school.                                                                                                              | <b>What data will be collected to measure student achievement?</b><br>All data mentioned in earlier two goals.                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>What process will you use to monitor and evaluate the data?</b><br>Parent and student involvement in the school and in its activities such as Curriculum Nights, Parent Information Nights, etc. I | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>1. Maintain close and constant communication with our parents to keep them apprised of their student's academic and behavioral performance, ways they can become more active in the school, how they can help their student.<br>2. Educate parents about the changes being implemented because of the Common Core State Standards and how they can assist the school in helping their child meet mastery of the CCSS. |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b><br><br><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| 3.1 Continuing the contract for School Messenger system, allowing us to make school wide all calls at any time, releasing information to parents on an ongoing basis about school events, meetings, activities, etc.                                                                                                     | This year we did not utilize School Messenger as often as we have in years past, largely because of Facebook and Twitter. Although as of May 14, 2014, we did send out 41 messages, reaching a total of 14,871 phones. Next year, when our Family Liaison position is staffed reliably, we will once again better utilize this method of outreach to our parents.                                                                                                                                                                                                                                                                                                                                                                      |
| 3.2 Purchase Parent Institute School Success Web Content Service and Complete Toolkit on Parent Involvement.                                                                                                                                                                                                             | This was an excellent expenditure for our site. Mid year, our district changed website providers, and we just realized that the widget for this on our school website was no longer there, but the company rolled out, in March, a weekly email that provides a daily Facebook/Twitter post (the same information that should be on the website). We began in late March posting these daily on our school Facebook page (as of May 14, 2014, we had 31 of these posts on our Facebook page, and 2,120 people had seen them). We have had several parents remark how much they like these daily reminders re parenting and ideas on how to help their children learn. We are looking forward to using this feature all year next year. |
| 3.3 Printing costs for our Volunteer Handbooks and monies required for providing partial scholarships for parents to be fingerprinted through our district so that they may help in classrooms, on field trips and at school functions.                                                                                  | Our site instituted a mandatory Volunteer Training program this year for any volunteer who wants to work in a classroom or on campus during the school day. To date, we have trained 97 volunteers, and have provided at least a partial scholarship for 16 different parents. We believe that this is upping the ante, so to speak, when it comes to both what we expect of our volunteers and what they should expect from us.                                                                                                                                                                                                                                                                                                       |



## **SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2013-14**

School: Cedar Lane Elementary School

Principal: Jill Segner

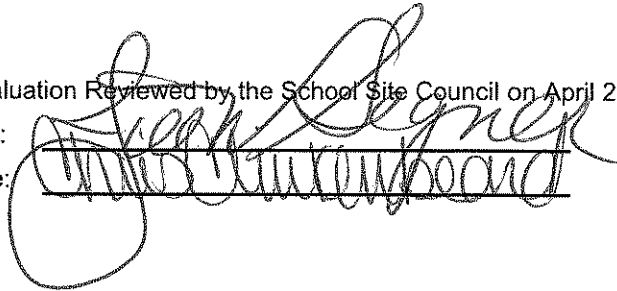
### **School Site Council Certification**

**The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])**

Annual Program Evaluation Reviewed by the School Site Council on April 28, 2014.

Principal's Signature:

SSC Chair Signature:

The image shows two handwritten signatures in black ink. The first signature, for the Principal, is written over a horizontal line and appears to read 'Jill Segner'. The second signature, for the SSC Chair, is written over another horizontal line and is more stylized, possibly reading 'Mike [unclear]'. Both signatures are written in a cursive, flowing style.

# GOAL #1

Increase over all API by 5-10 points in all student groups.

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| <p><b>What data did you use to form this goal (findings from data analysis)?</b><br/>The measures to identify growth are overall CST scores as measured by AYP, CELDT scores, and API growth.</p>                                                                                                                                                                | <p><b>What did the analysis of the data reveal that led you to this goal?</b><br/>Last year's data revealed students did not make adequate growth with a 70point drop in API. CLE FEPped 13 students, but we have many more students that are identified as Long Term English Learners. (LTEL) Our goal is to FEP these students next year. Through looking at the data, we have determined that we are really good at maintaining a students current level, i.e., if they are basic, they stay basic.) We need to do more to bring the lower kids up and accelerate the mid-range students.</p> |
| <p><b>Who are the focus students and what is the expected growth?</b><br/>All students are the focus of growth of 5-10 points of API. CELDT growth should be 1+ year as evidenced by the results of the assessment. AYP growth should reflect moving closer to the goals set by CDE.</p>                                                                         | <p><b>What data will be collected to measure student achievement?</b><br/>Data will include CST-like and CELDT Assessments.<br/>Other on-going assessments will be through STAR Reading and STAR Early Literacy. This will be done monthly or bi-monthly to monitor on-going student growth.</p>                                                                                                                                                                                                                                                                                                 |
| <p><b>What process will you use to monitor and evaluate the data?</b><br/>We will look at the results of tutoring assessments and to watch our progress towards improvements in the CST scores. Ongoing monitoring will be through Renaissance products, STAR Reading, and STAR Early Literacy. We will evaluate the CST scores as well as the CELDT scores.</p> | <p><b>Actions to improve achievement to exit program improvement (if applicable).</b><br/>Increase student achievement on CELDT.<br/>Increase student achievement on ELA CST-like assessment.<br/>Increase student achievement on Math CST-like assessment.</p>                                                                                                                                                                                                                                                                                                                                  |

Please report progress in actions implemented this year:

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| <p><b>Actions To Be Taken To Reach This Goal</b></p>                                                                                                                                                         | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p>                                                                                                                                               |
| <p>1.1 Staff Member to facilitate technology to make it usable at the site for teachers and students. This teacher will assist in lesson development and integration of Core Curriculum into technology.</p> | <p>Mr. Duenas was diligent in working with staff in order to keep computers up and running, promoting the use of technology with students and providing professional development for staff. He was instrumental in setting up, organizing, assisting staff with the SBAC assessment trial run. Because of him, students were able to take the assessment and teachers were supported with the technology they needed.</p> |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p>1.2 Ongoing high quality professional development is a powerful means to assist teachers in their work with all students. The employment of effective high quality teaching strategies is essential in improving the academic achievement of each and every student. Professional development to enhance teacher skills and refocus plans for student achievement. These opportunities are provided in and out of the district. Areas of focus will include EL development as well as specific school topics. In-house training will also provide teachers the opportunity to hone their skills right on our campus. Articulation releases teachers to meet as a grade level during the school day, two grade levels per day, 4 days per month. Substitute costs are also included to make the professional development and growth possible for classroom teachers. This list includes, but is not limited to: CAFE, EL Conference, CUE, Title 1 Conference, SCOE, Behavior Mod Conference.</p> <p>Out of District Training<br/>01 3010 0 1110 1000 5220 105 4100<br/>Substitutes for Training<br/>01 3010 0 1110 1000 1105 105 4100<br/>01 0003 0 1110 1000 1105 105 5299</p> | <p>Staff attended Behavior Modification Training, Bully Prevention training, technology training. Articulation was provided by SCOE for all teachers during the school day and Professional Development days. The focus of all training was the following: Reduce disruptive behavior, increase adult confidence in technology usage, and develop confidence and knowledge of common core. Results: Better tracking of who, when and where students make poor choices and our ability to intervene. Exposure to technology and how to use it in your classroom. Staff is better understanding of CCSS and how to use curriculum that we currently have and enhance it with strategies to assist students into becoming thinkers.</p> |
| <p>1.3 Technology for students and staff. Laptops are used to integrate technology to support the core curriculum. iPads are used in Special Education classrooms and regular education classrooms to engage students in their individual learning experience. Waterford is critical to student achievement and new upgrades are necessary for the program to run properly.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Computers in the Primary classrooms for Waterford were purchased. Waterford is stopping support of the program and will be moving to a cloud-based program @ \$50/student. The cost of the program for next year exceeds the value it provides. A search is being made for something that may replace the product. More laptops will be needed for next year. Upper grades need to use laptops while primary grades should receive the mini computers.</p>                                                                                                                                                                                                                                                                        |
| <p>1.4 Contracts and support materials will be purchased to compliment the core curriculum through supplemental programs such as Waterford, Accelerated Math and Reading, STAR, English and Math Facts in a Flash, United Streaming, Qwizdom, English in a Flash, Starfall, Early Literacy.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Programs were used to enhance the Core Curriculum. Some programs were used with diligence while others were not. Some were not being used and will be dropped for next year.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>1.5 Copiers in a Title I schoolwide school provide expanded options to introduce and reinforce concepts outlined in pages of the core textbooks. Teachers utilize copiers to prepare hands-on applications and complimentary resources creating a differentiated learning environment. The purchase allows for introduction of multiple methods to reach students. Students who are not able to grasp concepts through a textbook alone will have additional exposures to increase student comprehension and move students toward mastery. Supplemental instructional aids are critical when site goals are focused on closing the achievement gap. Integrated level intervention programs require supplemental materials to be copied on a daily basis.<br/>01 0003 0 1110 1000 5801 105 5299</p>                                                                                                                                                                                                                                                                                                                                                                             | <p>Teachers used copiers to enhance the school environment and classroom. Supplemental materials were needed to enhance and differentiate instruction.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                        | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above. |
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| <p>1.6 Supplemental materials and programs to enhance the California state adopted curriculum will be purchased. These items include, but are not limited to, paper and printer ink to support supplemental programs such as: Renaissance, Qwizdom, GLAD Strategies, Read Naturally, Avenues, Open Court workbooks that are not part of the core, Starfall worksheets, and Handwriting Without Tears.</p> <p>Reading Intervention, SIPPS, Ellison Machine</p> | <p>The reading intervention showed good results for students. All students made progress. Some that applied themselves made great progress. Teachers used paper to print parts of Read Naturally, Starfall and Handwriting Without Tears worksheets</p>      |
| <p>1.7 Print Shop to create learning aids to supplement classroom instruction<br/>003 0 1110 1000 5711 105 5299</p>                                                                                                                                                                                                                                                                                                                                           | <p>Free printing other printing has reduced the wear and tear on school equipment. We also had banners and signs printed for PBIS.</p>                                                                                                                       |
| <p>1.8 Supplementary materials to enhance the classroom environment and to create complete usage of programs such as Waterford, AR, AM, MFlaf, Starfall, Etanf. Materials for supplemental projects.</p>                                                                                                                                                                                                                                                      | <p>Materials included items to enhance the school environment.</p>                                                                                                                                                                                           |
| <p>1.9 After-school tutoring. All students will be considered and be invited to attend based on need and standards currently being addressed.</p>                                                                                                                                                                                                                                                                                                             | <p>After school tutoring was deemed successful. All students made various gains. Teachers kept up the numbers to 8 students. Students who attended regularly and applied themselves made progress.</p>                                                       |
| <p>1.10 Testing incentives, plaques, awards, paper certificates, ribbons, notebooks, pencils that meet the state and federal requirements for the educational objective guidelines. Students that meet proficient or advanced or Redesignated.</p>                                                                                                                                                                                                            | <p>We honored students with medals, awards, certificates, for hard work and dedication. PBIS awards were given out and a weekly drawing for positive behavior took place.</p>                                                                                |

## GOAL #2

Supplemental Personnel to provide academic interventions through small groups, behavior modification, student referrals, attendance monitoring which will result in student achievement.

|                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Attendance data<br>Student Referrals<br>Para-educator to provide early intervention                                                                                              | <b>What did the analysis of the data reveal that led you to this goal?</b><br>The subgroup of caucasian students overall showed less than 96% attendance. The number of suspensions, while decreasing, needs to continue to decline. Student class sizes have increased due to loss of QEIA funding. Extra help to provide services to students during workshop times. |
| <b>Who are the focus students and what is the expected growth?</b><br>Attendance data reveals the subgroup Caucasian students lack positive attendance. Students with behavior issues will be referred to Community Resources. Primary students will be targeted. | <b>What data will be collected to measure student achievement?</b><br>Ongoing attendance monitoring and parent contact. SARB referrals. Suspensions, referrals to Community resources. Ongoing monitoring assessments                                                                                                                                                  |
| <b>What process will you use to monitor and evaluate the data?</b><br>Ongoing monitoring on students with less than 96% attendance. Ongoing monitoring of behavior incidents.                                                                                     | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>Increased student attendance increases student achievement. Decreasing student disruption will keep students in class and increase student achievement. Ongoing monitoring assessments                                                                                           |

Please report progress in actions implemented this year.

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above. |
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| 2.1 Student Services Coordinator will provide students with academic counseling, Edusoft testing, motivational assemblies, student behavior modification strategies, monitoring and maintaining student achievement. Will also provide support through referrals to public agencies for social support such as Victor Services. Will meet monthly with Victor Services to determine how best to serve students and families. Will monitor student attendance, make home visits when necessary, seek outside social services, i.e. churches and other resources, monitor and request vision and hearing screening, participate in the SST process.<br><br>01 0003 0 1110 3110 1304 105 5299 | Student Services Coordinator did at least two home visits per week, monitored students in SWIS (data behavior management system, participated in SST meeting, IEP meetings, contacted outside agencies for student support.                                         |

| Actions To Be Taken To Reach This Goal |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement                                                                                                                                                                       |
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| 2.2                                    | Primary language para-educators will deliver direct services to students. They will help bridge the language barrier to enhance instruction, provide tutoring, and implement teacher-developed EL instruction.<br>01 7091 0 1110 1000 2101 105 5295 Carryover<br>01 7090 0 1110 1000 2101 105 5298 Carryover                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Primary language para-educators delivered direct services to students. They helped bridge the language barrier enhancing instruction, provided tutoring, and implemented teacher-developed EL instruction.                                                                                                             |
| 2.3                                    | Reading is fundamental to learning at all levels. The library will provide supplemental services to support literacy through technology, leveled reading, reading activities and challenges, and enhance the core curriculum with books expanding the themes of the classroom units. The Literacy Resource Technician will provide assistance to students in selecting books to support and challenge their reading level while enhancing learning and the continual quest for knowledge. Multiple opportunities for students to choose free reading selections will be provided and reading challenges will fuel students desire to read.<br>01 7090 0 000 2420 105 5298                                                                                                                                                                                                                                                                                                                                                                       | The Literacy Resource Technician worked with students to choose free reading, provided books to teachers when requested on select topics, monitored reading challenges. She increased the library circulation and opened the library in off hours so students could take AR assessments                                |
| 2.4                                    | Student Support Person to monitor attendance issues, create incentives for students to come to school, positive awards. Provide activities at lunch time, behavior assemblies, 3,5 hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | This year, this was not the best use of funds. There was very little evidence of a change in attendance. Assemblies were not organized. There were activities at lunch time and some reading challenges. At this time, the SSP will remain in the site plan, but the right person needs to be placed in that position. |
| 2.5                                    | After School Activity Provider Cedar Lane Elementary School will collaborate with the After School Education and Safety (ASES) program to target at-risk students and improve academic achievement. School Improvement funding will allow the program to increase the number of students served, and include a highly qualified, certificated teacher. The certificated teacher will work with students and program staff for one hour after the regular school day ends to provide academic and enrichment activities aligned to content standards and regular day curriculum. The certificated teacher will design lesson plans, organize student groups, facilitate tutoring sessions, and measure student progress. Students who participate in the afterschool program have improved homework completion rates, test scores, and regular day attendance. The experience and knowledge of a certificated teacher will dramatically improve the academic component of the program, expanding opportunities for improved student achievement. | Cedar Lane STARS served 94 students so it was not necessary to fund this person.                                                                                                                                                                                                                                       |
| 2.6                                    | 3 Para educators to provide intervention to students not reading at grade level. Services will include but are not limited to SIPPS and Read Naturally.<br>01 0003 0 1110 1000 2101 105 5299                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | SIPPS providers provided intervention daily to students. Results were varied, but all positive. Some students made great gains while others made small gains. Student effort was an indicator of growth.                                                                                                               |

### GOAL #3

Parental involvement is critical for Cedar Lane. From ELAC to PTO, Cedar Lane values and honors parental involvement by including them in all decisions. ELAC meets monthly as well as representatives on SSC and DELAC. Parents are encouraged to give input in the development and evaluation of the Site Plan.

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| <b>What data did you use to form this goal (findings from data analysis)?</b><br>We used the call logs from School Messenger in order to evaluate the usefulness of the caller.                                                                                                                                           | <b>What did the analysis of the data reveal that led you to this goal?</b><br>We had 90% of calls go through.                                                                     |
| <b>Who are the focus students and what is the expected growth?</b><br>All students are the focus and the expected growth is two-fold. By informing parents what is going on at school, parents are involved and give input and evaluate programs and activities. The growth is indicated by parent involvement on campus. | <b>What data will be collected to measure student achievement?</b><br>As always, student achievement is measured by API and AYP. But it is also imperative to monitor attendance. |
| <b>What process will you use to monitor and evaluate the data?</b><br>Parent sign in at monthly meetings, attendance records.                                                                                                                                                                                             | <b>Actions to improve achievement to exit program improvement (if applicable).</b>                                                                                                |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.      |
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| 3.1 Calling system to be used to contact parents to remind them of minimum days, days off of school, vacations. In addition, notes are provided in three languages.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | The calling system is effective in contacting parents. We use it for all minimum days, special events, and emergencies. Parents are responsive to the calls                                                                                                              |
| 3.2 Paper for notices for parents with regards to events, meetings, activities, and learning opportunities offered at the school.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | We use paper notes for parents that do not have a consistent phone.                                                                                                                                                                                                      |
| 3.3 Provide snacks for monthly parent meetings. We have coffee, water, and a light snack. There is often over 60 adults in attendance.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | In addition, we provide snacks for weekly meetings.. Parents remarked they felt valued because of the service                                                                                                                                                            |
| 3.4 <b>Preschool Transition Plan</b><br>A Passport Program will be implemented by Childhood Development to fortify stronger linkages between home, preschool, and kindergarten beginning in the 2008-2009 school year. The data collection instrument will provide valuable information from the preschool teacher about each individual child plus survey parents so the kindergarten teacher has a better understanding of the needs of the entire family. This occurs between Childhood Development and the elementary site. A passport meeting will be held at the end of each school year so the collected data may be shared amongst the preschool teachers, kindergarten teacher, Child Development Director, and school site principal. | Cedar Lane works well with the pre-school. We have a parent liaison that encourages parents to participate in classes on campus provided by a collaboration of the Preschool program and Cedar Lane. Most of those parent transition to parent volunteers at Cedar Lane. |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                        | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement                       |
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| <p>3.5 PIQE This program introduces parents that have not waded through sending a child to college. By providing structure and knowledge to parents, more students may have the ability and drive to attend college. Contract is through Parent Institute for Quality Education. There are 9 sessions, babysitting and a light snack provided. This is being offered in conjunction with a \$5,000 grant from California State University, Chico and the PIQE foundation.</p> | <p>Highly Successful by all accounts. We had 73 participants with 53 parents attending all sessions. Parents that attended have asked for part 2.<br/>noted above.</p> |

# **SINGLE PLAN FOR STUDENT ACHIEVEMENT**

## **Annual Program Evaluation - 2013-14**

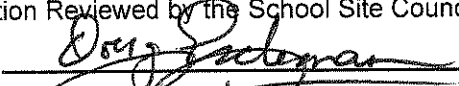
School: Mary Covillaud Elementary School

Principal: Doug Escherman

### **School Site Council Certification**

**The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])**

Annual Program Evaluation Reviewed by the School Site Council on May 13, 2014.

Principal's Signature:  \_\_\_\_\_

SSC Chair Signature:  \_\_\_\_\_

## GOAL #1

The purpose is to maintain, support, and provide students with technology, supplies, equipment, and staffing support to enhance student success.

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| <p><b>What data did you use to form this goal (findings from data analysis)?</b><br/>Data was used from MJUSD Benchmark Assessments, teacher and district assessments on common core, and California State Testing (CST).</p>                                                                                                                                                                                                                                               | <p><b>What did the analysis of the data reveal that led you to this goal?</b><br/>The analysis at the data showed students that are economically disadvantaged and second language learners need extra interventions and support to maintain five percent expected growth.</p> |
| <p><b>Who are the focus students and what is the expected growth?</b><br/>The focus groups are the economically disadvantaged and second language learners. The expected growth is five percent for each group as represented on the California Academic Performance Index (API).</p>                                                                                                                                                                                       | <p><b>What data will be collected to measure student achievement?</b><br/>The MJUSD embedded benchmarks, CELDT scores, CST scores, California State Teaching and Content standards, and teacher observations</p>                                                               |
| <p><b>What process will you use to monitor and evaluate the data?</b><br/>MJUSD Benchmark assessments that are done every six weeks for grades two through five and every twelve weeks for Kindergarten and first grade will be used to monitor through out the school year. Teacher assessment that address the Common Core content standards. CST yearly assessments, teacher observation, and CELDT scores will also be examined and used to evaluate each students.</p> | <p><b>Actions to improve achievement to exit program improvement (if applicable).</b></p>                                                                                                                                                                                      |

Please report progress in actions implemented this year:

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|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Actions To Be Taken To Reach This Goal</b></p> | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p> |
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| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p>1.1 Every Kindergarten through Second Grade student use the Waterford Lab to enhance reading and language skills. The students are pulled out of their class and sent to work at the lab on skills leveled to their learning needs for twenty to thirty minutes four days a week.</p> <p>Every student, Kindergarten through fifth grade, has access to Accelerated Reader. This program helps enhance student reading out of the classroom as well as within the classroom. It provides intervention in reading comprehension for students. The students are able to check out library books at their reading level.</p> <p>Every Third through Fifth Grade student will have access to Common Core material. These electronic devices will be used to interact between collaborative groups within a classroom. The students will be able to access resources daily through the use of a portable lab where they will learn foundational skills as well as critical thinking through engagement of student and technology media.</p> <p>Computers, technology software, batteries, hardware and related equipment which provides and improves academic standards as well as supports direct instruction to students as well as improve technology skills for students and equipment necessary to implement common core standards.</p> | <p>Waterford has been at the school since 1998. Due to future access and distribution, the school will not continue the Waterford kindergarten through second grade technology lab but will continue to technology lab with the possible use of 1 ready. I ready will work at the students level in both language arts and mathematics. The value of Waterford at the primary grades has assisted the growth of language arts as well as using technology.</p> <p>Accelerated Reader has been extremely successful in Kindergarten through third Grade. K-3 are so successful because of the desire to read and be rewarded by points and other extrinsic benefits. Fourth and fifth grades use it but an emphasis has been placed on reading for critical thinking and research. Fourth and fifth use Accelerated Reader to check the comprehension of the books read during literature time. All grades use the diagnostic tool to determine student reading level. The library has been set up around the use of Accelerated Reader.</p> <p>The third through fifth grade lab is just now a reality of the school. It has taken such a long time to implement. Teachers have had to interact between collaborative groups within their own classroom. Fourth and fifth grade has done research projects via the internet. Due to the lack of new assessment, we know that the students are enjoying these new advantages of learning yet we only have the old benchmarks to compare them too and that shows the students are doing better than last year. We still do not know how these changes reflect the Common Core standards.</p> <p>We have spent one hundred fifteen thousand dollars for technology this year and yet we are so in need of more technology. Twenty two thousand dollars were taken away from tutoring to bridge the achievement gap and it is difficult to know if there is an improvement other than the fact that we are replacing old equipment with new equipment as well as creating a technology lab for all third through fifth grade students.</p> |
| <p>1.2 This PE release time allows for small group and intervention time for classroom teachers for students below grade level. The required minutes for physical education is not part of the intervention program. Each grade level has fifty five minutes of intervention during the school day one day a week.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>\$11,300 was spent to release students and teachers so small group and intervention. Teachers not only worked with small group but collaborated over all the new Common Core Content standards. Since tutoring was limited, it was necessary to continue this release time. Through the limited data available, it shows that small group instruction was well worthwhile and the fact teachers could focus on specific students with specific weaknesses. If tutoring is limited next year, release time should be increased by a half hour per grade level per week.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>1.3 Parent, student, and teacher back to school conferences to improve relationships and commitment from parents plus having the parents and students agree and sign the Title I Parent Compact. It is also a reflective time with the parents looking and last year's assessment and setting goals for the current school year.</p> <p>Teacher's professional development on the implementation of Common Core curriculum and content standards. Teachers will articulate and collaborate with professionals as well as peers. Writing standards for all Kindergarten through Fifth Grade students will be assessed through professional development of the teaching staff.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>\$3500 was spent to improve relationships and educate our parents on the each grade's goals. Due to these conferences, the importance of getting to know the parents as well as the teacher's program has bridged the gap of communication. It would be necessary to double the funds for next year if tutoring is limited.</p> <p>After visiting schools, websites, and other professional learning communities, site council used an additional \$3500 to support teachers learning more about common core. Teachers will be collaborating, visiting other school site, and visiting and talking to professional learning communities to develop their expertise in Common Core.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Evaluation Of Researched-Based Activities To Determine if Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| 1.4 Create and enhance a Kindergarten through Fifth Grade Library for students to promote reading, have direct contact with students building and reading fluency by reading to students and listening to students read. Assists students and teachers with classroom research projects. Support reading by supporting and maintaining the Accelerated Reader program.                                                                                                                                                                                                                                                                                               | \$28,402 was spent on two part time librarians. This way the library was opened from eight in the morning until two thirty in the afternoon. Children were allowed to check out books, take accelerated reader test, get assistance from the librarians, and have library books read to students. This increased the number of books checked out and read this year. With the development of reading at Kindergarten, more students at lower grades accessed the library throughout the school day. From past Accelerated reading records, students checked out approximated fifteen percent more books this year than last year. At the end of the school year, we will be able to determine if more words were read this year. Over 150 students are being honored for reading beyond what was required by their teacher. |
| 1.5 The school has need to enhance and increase the number of Kindergarten and first grade library books to increase student reading. The school has need to build on the success of reading by adding higher level books to the student reading selection. The school needs to identify which level each book is at so students are reading at the appropriate reading level.<br><br>The students are showing growth through the use of the Accelerated Reader program where each student can read at their reading level. Teachers are able to access STAR reading assessment plus provide appropriate grade level comprehensive tests through Accelerated Reader. | Only \$2300 was spent on library books this year. With the help of PTCO and the Scholastic faire, over \$6500 was raised to purchase new library books at all grade levels through the Scholastic warehouse in Sacramento. At the moment, it was necessary to purchase more books at the Kinder and first grade so students could have more variety of books and genre. Some of the students have read every lower level book in our library.<br><br>Accelerated Reader and Destiny contractual agreement were purchased so students could read at appropriate reading levels and allow teachers to access student though the STAR reading assessment. Destiny will be purchased next year by the District.                                                                                                                 |
| 1.6 Small group direct learning opportunities and teacher support for all English Language classrooms. Provide direct service to all English Language students by working in small group or one on one. Para Educator will pull students when assessment shows need for tutoring.<br><br>The school provides materials and supplies and other interventions for English Language students to raise academics                                                                                                                                                                                                                                                         | \$51,290 was funds necessary to pay Mrs. Almaraz's salary and benefits. Mary Covillaud Elementary has 26 percent of their student population designated as second language learners. Mrs. Almaraz spends her entire day assisting second language learners in all subjects. Mrs. Almaraz was the main support in redesignating eight students this current year. Eleven more students could have been redesignated who had passed their CST level of proficiency but did not pass the CELDT. There is a high level of proficiency in the fourth and fifth grades thanks to the interventions by Mrs. Almaraz and the primary teachers.                                                                                                                                                                                      |
| 1.7 Teacher classroom supplies to aid students in mastering concepts by providing additional resources. Material and supplies will be used enhance core curriculum, student portfolios, materials and supplies that compliment and support direct instruction to students.                                                                                                                                                                                                                                                                                                                                                                                           | \$10,301 was used to purchase supplies so students could master concepts in all subject areas. This expenditure was approximately twenty-one dollars per student. Students were able to use manipulatives to solve mathematical problems as well as various journals, pens, pencils, and paper to improve their writing skills. Several grades moved writing back into the daily schedule which raised the level of critical thinking in language arts.                                                                                                                                                                                                                                                                                                                                                                     |
| 1.8 Supplement and support regular school program to students by providing intervention in all core subjects before and/or after school.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | \$20,470 was used for salary to tutoring students throughout the school year. Tutoring began in September in all grades and was stopped in late November except for first and two second grades classrooms. Funds were transferred to meet the needs of worn out technology and the new computer lab for the upper grade students. Tutoring was kept at the lower grades with an emphasis on teaching students to read. At the end of the school year, this goal will be revisited to determine how much tutoring funds can be set aside to benefit our students next year.                                                                                                                                                                                                                                                 |
| 1.9 Technology leads will assist students and teachers in Waterford. Accelerated Reader, Common Core and Smartboards. The technology leads will enhance learning through improved integration of technology under the direction of the Common Core Standards. The primary focus of the technology lead is to enrich and support teaching and learning while strengthening the technology skills of students first, than teachers and staff who in turn will assist students.                                                                                                                                                                                         | \$10,802 was used for salary to enhance learning for students by supporting teachers' technology needs. The teacher leads help pilot the I-Ready programs for the teacher and students. The Waterford lab was overseen by one of the leads as the students not only gained knowledge in language arts but in learning keyboarding. The leads helped set up the Smarter Balance Assessments for the students as well as the new upper grade technology lab.                                                                                                                                                                                                                                                                                                                                                                  |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Evaluation Of Researched-Based Activities To Determine if Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p>1.10 The School Improvement Innovation Summit is an annual meeting of the world's leading education innovators, a place where experts gather to share knowledge and best practices for improving education and discuss the developments that will shape the future of education. The interactive training will concentrate on aligning curriculum and assessments to the Common Core State Standards. Focus areas will include hands-on instruction on cross-disciplinary literacy with the ELA standards, and practical formative assessments on combining the Math Content and Practices standards.</p> <p>The CUE conference is an annual meeting of the world's leading education innovators, a place where experts gather to share knowledge and best practices for improving education and discuss the developments that will shape the future of education. The interactive training will concentrate on aligning curriculum and assessments to the Common Core State Standards. Focus areas will include hands-on instruction on cross-disciplinary literacy with the ELA standards, and practical formative assessments on combining the Math Content and Practices standards.</p> | <p>\$4,350 was used to attend the School Improvement Summit in Salt Lake City. With the information collected, Mr. Van Liew and Mr. Eschman was able to host four days of professional development on Common Core with the teachers. It was the first exposure of Common Core to most of the teachers. Looking back, it was very necessary to start educating the teachers on Common Core.</p> <p>The CUE conference was attended by two Kindergarten teachers, Jessica Melo and Nikki Westcamp. This was the second year they have attended. \$1,290 was used to pay for the conference for one of the teachers. The other teacher was paid for by the district. Their influence on Common Core and what it is and how it is taught has spread throughout the grade levels. The Kindergarten teachers have developed the Common Core report card and trimester assessments for the district.</p> |

## GOAL #2

All students will be in a learning environment that is safe, including bullying, drug-free, and conducive to learning. Our collaborative effort will be led by administration with parents, support staff, teachers, students, and community partners revising, evaluating and reviewing our school safety plan and standards at the school site. Staff will work with students with behavioral issues. Staff will participate in observation of students in class and discussions with them about the choices they are making that are distracting from their learning. Mediations between students. Encourage student achievement through assisting in motivational assemblies such as Honor Roll and awards for each grade level. Council with students and teachers in an attempt to prevent/solve discipline as well as attendance, and learning problems.

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| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Student attendance reports, California crime reports, suspension rates, Choices attendance, and disciplinary referral reports. | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Looking at the data for the past two years revealed that the school had reduced its number of days suspended from 102 to 22 days. The data revealed that the number of programs and staff during the past year demonstrated the goal was being reached |
| <b>Who are the focus students and what is the expected growth?</b><br>All students will be the focus. Higher attendance by students and less than twenty days of suspensions for the school year.               | <b>What data will be collected to measure student achievement?</b><br>Disciplinary reports in regards to days of suspension, number of students attending Choices, attendance percentages, referrals to SARB, and California state crime reporting percentages.                                                                      |
| <b>What process will you use to monitor and evaluate the data?</b><br>A monthly attendance report and monthly data on the number of students sent to Choices or suspended from school.                          | <b>Actions to improve achievement to exit program improvement (if applicable).</b>                                                                                                                                                                                                                                                   |

Please report progress in actions implemented this year:

| Actions To Be Taken To Reach This Goal |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| 2.1                                    | Auxiliary services for students and parents. The school is continually updating and revising our parent-student handbook/calendar, and other student related materials that these products reflect the high quality of standards that define the educational journey of our students.<br><br>The school sends out weekly communication to all parent about the events at the school which enhances parent involvement at the school site. The school sends home student referrals to parents when behavioral issues arise in the playground. | This is the key to communicating with the parents at the school. \$850 was spent on the parent-student handbook/calendar. This also included all the school rules, site locator, district and school calendar, attendance rules, dress code, staff directory, and other pertinent information for parents and students. It also served as a tool to remind parents what events after school that involved their students as well as dates and times for PTCO, Site Council, and ELAC meetings.<br><br>The school has developed a weekly Scoop that informs parents and students of daily events throughout the week. A monthly newsletter is circulated to all parents and students giving an insight to what is going on in the various classrooms. Parents also receive information through the use of referrals, email, and telephone when their are behavioral issues. \$1,463 was used to purchase paper, referral forms, and copier expenses to provide communication to staff, parents, and students. |
| 2.2                                    | The school uses school messenger to insure communication with all parents of events, programs, that promotes parent involvement.                                                                                                                                                                                                                                                                                                                                                                                                             | \$505 was spent on the contractual agreement to send communications to our parents throughout the school year. It was used by the district once to tell all our parents pertinent information. In case of lockdowns or disasters, it can be used to notify parents on what the step should be. It was used this year, to inform parents of minimum days, work day, parent and grandparent day, anything that would heighten the awareness of parents of what is happening at the school site. Many parents do not check back packs so it is another way to communication to the parents.                                                                                                                                                                                                                                                                                                                                                                                                                     |

### GOAL #3

Parent and community involvement at Mary Covillaud Elementary increases the educational opportunities for all students. The student support coordinator, PASS officer, will act as a liaison between school personnel and referral sources to help provide on-site and in-home support to families and is available for nonstructural appointments determined by family need. The student support coordinator and PASS officer will help provide friendly stability and guidance to help the youth and their families' focus their lives in a positive direction. The student support coordinator and PASS officer will support, council, and educate families to build skills and confidence in their ability to develop solutions to their child's social, physical, and education needs.

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| <p><b>What data did you use to form this goal (findings from data analysis)?</b><br/>The number of economically disadvantaged students including homeless. The percent of students on free and reduced lunch.</p>                                                                                                  | <p><b>What did the analysis of the data reveal that led you to this goal?</b><br/>The high percentage of economically disadvantaged students at the school.</p>                                           |
| <p><b>Who are the focus students and what is the expected growth?</b><br/>The focus students are the economically disadvantaged students. The expected growth is a five percent increase in attendance of said group plus an increase percentage of ten percents of those parents involved at the school site.</p> | <p><b>What data will be collected to measure student achievement?</b><br/>Parent conference attendance, community parent numbers and attendance at all school related activities. Student attendance.</p> |
| <p><b>What process will you use to monitor and evaluate the data?</b><br/>The school will keep track of our major parent events and record number of parents in attendance compared to previous year.</p>                                                                                                          | <p><b>Actions to improve achievement to exit program improvement (if applicable).</b></p>                                                                                                                 |

Please report progress in actions implemented this year:

| <p><b>Actions To Be Taken To Reach This Goal</b></p>                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Evaluation Of Researched-Based Activities To Determine if Action Was Successful in Closing The Achievement Gap And Elevating Student Achievement</b><br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3.1 PASS Program offers services to students and their families one day per week. The PASS officer will work with students with behavioral problems, support and counsel families as well as coordinate staff referrals for high risk students</p>                                                                                                                                                                                             | <p>There was no expense this year even though we had the services of Donna Cummings. Mrs. Cummings volunteered at the school to continue working with students with behavioral issues as well as supporting our families in needs whether it was student at risk or students who are struggling due to income.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>3.2 Maintenance contract for the school copes so teachers and staff can photocopy school homework packets, home communication, as well as curriculum such as board math, language loops, and board language, and the Mary Covillaud Daily Comprehensive Key which will support and enhance the core curriculum</p>                                                                                                                             | <p>\$1910 of contractual agreement funds were used to support the use of photocopying student homework packets, home communication, curriculum material with support the core curriculum. The school is going to finance two new copiers that should decrease the annual cost. The school will pay a monthly rental fee which is cheaper than purchasing.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>3.3 Elementary Student Service Coordinator which assists with the school's responsibilities for attendance by making home visits, monitoring attendance, and coordinating activities with teachers. Being a positive, motivating role model for students with behavioral issues. To assist in seeking changes in the school's program to better prepare students to succeed in life and in the core academic curriculum at the school site</p> | <p>\$35964 was spent on Justine Asurmendi's salary as Student Service Coordinator. This included working in the office overseeing the attendance of our students, working with parents of students who are not involved with their children's education. Mrs. Asurmendi oversees the Accelerated Reader incentives at the school. Mrs. Asurmendi oversees and manages the school's Clothes Closet. Mrs. Asurmendi is responsible for the various parent communication through out the day, week, and month. Mrs. Asurmendi in the coordinator the COST program which involved the SST process. Every morning, Mrs. Asurmendi talked with parents and students continuing the needs of the family. It is difficult to list all of the tasks Mrs. Asurmendi does for the school but the position is one of the most needed and supported at the school. Next year, there may be a change due to the possible attendance clerk position. If it happens, the position will be shared between Mrs. Asurmendi and another 3 3/4 hour position.</p> |

## **SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2013-14**

School: Dobbins Elementary School

Principal: Lynne Cardoza

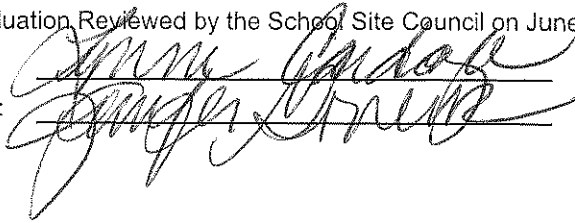
### **School Site Council Certification**

**The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])**

Annual Program Evaluation Reviewed by the School Site Council on June 9, 2014.

Principal's Signature:

SSC Chair Signature:

The image shows two handwritten signatures in black ink. The first signature, for the Principal, is written over a horizontal line and appears to be 'Lynne Cardoza'. The second signature, for the SSC Chair, is written over another horizontal line and is more stylized, possibly reading 'Jennifer Brown'. Both signatures are fluid and cursive.

## GOAL #1

Improve student achievement in English Language Arts and Math. By June 2014, the number of students attaining proficiency will increase by 10% in both Language Arts and Math, as measured by the California Standards Test.

|                                                                                                                                                                                       |                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>CST Scores                                                                                           | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Our 2013, CST results indicate that 33.3% of our students are proficient in ELA and 50% of our students are proficient in Mathematics. |
| <b>Who are the focus students and what is the expected growth?</b><br>Focus Students: All Students Expected growth: The number of students attaining proficiency will increase by 10% | <b>What data will be collected to measure student achievement?</b><br>CST scores, Benchmark scores, STAR Reading scores, API and AYP scores                                                                          |
| <b>What process will you use to monitor and evaluate the data?</b><br>Ongoing monitoring and analysis of Renaissance STAR, Benchmark and embedded assessment data.                    | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>Increase student achievement on ELA and Math CST assessments.                                                                  |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above. |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1                                           | Provide students access to curriculum that addresses individual academic levels in grades K-6 ELA . Through the implementation of the web based Accelerated Reader Program, These programs also provide teachers essential data in identifying students who need additional intervention to attain proficiency.                                                                                                                                                                                                                                                   | STAR Reading growth reports for 2013/14 school year show an average of 1.1 years growth in reading across the grade levels. Our students passed a total of 1,410 Accelerated Reader Reading Practice Tests for an average of 27 tests per student.                  |
| 1.2                                           | To vary instructional strategies and provide equitable educational opportunity for all students, provide supplementary instructional materials that support the district adopted curriculum and grade level content standards. This will enable teachers to present core concepts through multiple avenues to move students toward mastery as well as target students who are not proficient in ELA and Math.                                                                                                                                                     | Material and supply monies were spent mostly on the implementation of the Common Core standards. Because this was an implementation year, new supplementary instructional materials were required to meet the demands of our new rigorous standards.                |
| 1.3                                           | Support reading/ELA through a comprehensive literacy program by: maintaining and supporting a K-6 library, having direct contact with students building fluency by reading to students, assisting students with appropriate book selections, assisting students and teachers with classroom research projects, supporting and maintaining the Accelerated Reader Program, supporting the ELA content standards, working with students who are below grade level in small group settings and 1:1 within the classroom structure, and providing technology support. | 588 hours of support was provided to our staff and students via our Literacy Resource Technician. STAR reading assessment growth reports indicate that an average of 1.1 years growth was made at each grade level.                                                 |
| 1.4                                           | Provide targeted intervention to students who are below proficient in ELA and/or math to reteach and reteach essential standards in small group and or individual settings.                                                                                                                                                                                                                                                                                                                                                                                       | 290 hours of academic intervention support was provided to our students in the areas of ELA and Math. Significant progress toward proficiency was achieved by students participating in the tutoring program. Progress was measured through embedded assessments.   |
| 1.5                                           | Provide small group ELA and Math direct learning opportunities and teacher support in K – 6 classrooms.                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 392 hours of academic support was provided to our students by our K - 6 para-professional.                                                                                                                                                                          |
| 1.6                                           | Improve student achievement through the use and integration of technology.Support technology based learning and enhance active student engagement.                                                                                                                                                                                                                                                                                                                                                                                                                | Through the use of iPads student engagement has increased resulting in an improvement in targeted intervention skills. Through the use of the Spelling City on-line spelling practice program the proficiency rate of student spelling scores have increased by 8%. |

| <p><b>Actions To Be Taken To Reach This Goal</b></p>                                                                                                                                                         | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1.7 Provide Professional development opportunities, training, and opportunities for peer observations for staff to enhance knowledge of effective teaching strategies to improve student achievement.</p> | <p>Professional Development opportunities were provided at the district level in the area of Common Core Implementation.</p>                                                                                                                                                |

## GOAL #2

Establish a positive school climate built on shared responsibility for student learning through student, parent and community involvement. This will support our student achievement goal to increase the number of students attaining proficiency in both ELA and Math by 10% as measured by the California Standards Test by June, 2014.

|                                                                                                                                                                                                                               |                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Survey results, attendance records, disciplinary records                                                                                     | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Our attendance rate regularly falls below the district goal of 95%. Disciplinary records show a steady decline in disciplinary actions. |
| <b>Who are the focus students and what is the expected growth?</b><br>Focus Students: All<br>Expected Growth: Increased parent involvement, A positive school climate, Increased Attendance, Decrease in behavioral incidents | <b>What data will be collected to measure student achievement?</b><br>Parent involvement, attendance rates, number of disciplinary actions, achievement scores                                                        |
| <b>What process will you use to monitor and evaluate the data?</b><br>We will monitor and analyze Parent Involvement, attendance, disciplinary data, and student achievement data.                                            | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>N/A                                                                                                                             |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b> |                                                                                                                                                                        | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above. |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1                                           | Continue to keep the school community informed about school and classroom activities, and school related functions and meetings                                        | Our School Messenger auto-dialing system was used on a weekly basis keeping parents informed of, school events, activities, and meetings. Parent participation and attendance in school events is markedly improved when the messenger system is used.              |
| 2.2                                           | Provide Opportunities for parents to become actively involved in their child's education by becoming school/classroom volunteers                                       | The Title I parent involvement dollars funded the fingerprinting fees of two parents this year. These parents otherwise would not have been able to participate at school.                                                                                          |
| 2.3                                           | Facilitate parent workshops and curriculum nights, which will provide parents with strategies to incorporate at home to support students in building academic success. | Two family nights were provided this school year. Each event was attended by over 50% of our families.                                                                                                                                                              |

## SINGLE PLAN FOR STUDENT ACHIEVEMENT

### Annual Program Evaluation - 2013-14

School: Edgewater Elementary School

Principal: Lori Guy

#### School Site Council Certification

The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on 5-19-2014.

Principal's Signature: \_\_\_\_\_

*Lori Guy*

Date: \_\_\_\_\_

*6/12/14*

SSC Chair Signature: \_\_\_\_\_

*Rebecca L. Nelson*

Date: \_\_\_\_\_

*6/12/14*

## GOAL #1

Increase the number of students and the percentage of students proficient and/or advanced in ELA and math as measured by the California standards test by 15%.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>What data did you use to form this goal (findings from data analysis)?</b><br/>CST, district benchmarks, Accelerated Reader statistics, teacher assessments and student classwork. While our percentage of students proficient and advanced is increasing so is the target for the percentage of students to be proficient. It is realistic for us to increase our number of students proficient and advanced by 15% based on the number of students that are in the high basic levels. Looking at the data over a 3 year period, all grade levels have made growth and continue to reach higher levels of proficiency.</p> | <p><b>What did the analysis of the data reveal that led you to this goal?</b><br/>Our ELA and Math proficiency rates are still below the federal targets for AYP. Growth was evident in grade levels that provided intervention in ELA based on specific needs of students and that were reviewed after each district benchmark (as evidenced in 2nd grade last year).</p> |
| <p><b>Who are the focus students and what is the expected growth?</b><br/>Students in grades 2-6.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>What data will be collected to measure student achievement?</b><br/>STAR reading; CST ELA; MJUSD benchmark assessments; Accelerated Reader participation and success rate; Read Naturally assessments; teacher assessments and student classwork performance; Open Court assessments; attendance rates</p>                                                           |
| <p><b>What process will you use to monitor and evaluate the data?</b><br/>Grade level articulation meetings after each benchmarks will monitor and evaluate the data. In addition, the grade level articulation team will review progress data provided by the intervention groups, prepare intervention plans and share with our elementary student support specialist and principal.</p>                                                                                                                                                                                                                                        | <p><b>Actions to improve achievement to exit program improvement (if applicable).</b><br/>Intervention groups developed by grade level to improve student achievement based on students skills and needs reviewed in grade level articulation meetings and adjusted based on student progress.</p>                                                                         |

Please report progress in actions implemented this year:

| <p><b>Actions To Be Taken To Reach This Goal</b></p>                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1.1 Provide intervention with extended learning time. Provide during school and after-school intervention to students who are performing below proficiency in ELA and/or math. Grade levels will have a common established intervention time and para-educator support will be provided during that time. Intervention groups will be continuously monitored and adjustments will be made based on student needs and performance.</p> | <p>96 hours of after-school tutoring were provided by classroom teachers. The 4th/5th grade group increased student achievement by 25% in math and 10% in ELA based on teacher assessments and observations. The first grade group showed an increase in reading fluency and site word recognition. The average growth for site word recognition was 45 words. At the start of the first grade tutoring session, six of the students were at risk for retention. After tutoring, two students remained at risk for retention. Third grade students in the after-school tutoring increased their abilities in reading comprehension an average of 1.2 grade levels and increased fluency by 35%. Math skills and comprehension of concepts increased on average 40% and the study and memorization of multiplication increased by 90%. Intervention groups receiving Read Naturally with a para-educator grew by an average of 1.2 grade levels equivalent in reading fluency and comprehension with approximately 6-8 weeks of small group lessons during grade level intervention time with a para-educator based on pre-and post assessments. Students also increased their AR points. Over 300 students reached enough points to earn medals this year.</p> |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| 1.2 Provide release time for professional development in the form of articulation, data analysis, and peer observations. Release time for peer observations and opportunities to dialogue with other teachers about effective teaching strategies, classroom management techniques, curriculum alignment, student achievement, etc. Provide extra duty pay for consultation with expert teachers to provide support to individual teachers and/or participate in grade level articulation to support teachers. Provide at least one day per month for common core technology representative to provide demo lessons, share resources and provide peer observations. | Mrs. Duenas was provided one release day per month to assist teachers with technology implementation in their classrooms. As a result, all teachers have Smartboard instructional games appropriate to their grade level. She provided demonstration lessons and assisted teachers with implementation of I pads. She installed applications on the I pads based on teacher determination of students' needs. Teacher implementation was observed by Mrs. Guy in walk through observations. All grade levels had at least 4 site articulation dates and provided documentation of researching and producing curriculum aligned to the Common Core Standards. Assessments were reviewed and student results shared. |
| 1.3 Provide supplemental instructional materials to improve instruction, align the curriculum with California State Standards and provide students with extended learning opportunities. Provide supplemental materials to provide transition to the Common Core Standards. Provide classroom funds to purchase supplemental materials, supplies, games to supplement curriculum and provide for differentiated instruction. This may include materials needed for workshop time.                                                                                                                                                                                   | The number of students being retained was reduced this year from 13 last year to 10. Over 300 students earned AR medals based on points earned from reading books and tests. Additionally the number of students earning a gold medal doubled from last year to 178 students reaching a gold level.                                                                                                                                                                                                                                                                                                                                                                                                                |
| 1.4 Provide technology resources for intervention including Waterford and other intervention programs Accelerated Reading, Math in a Flash, English in a Flash, IXL (math). Read Naturally and technology for student assessments and access to district data resources. Provide listening centers for intervention groups and classroom workshop activities.                                                                                                                                                                                                                                                                                                       | Student participation increased with 73% of our students in AR K-3 (very few kindergarten students participate although this year the number of K students participating in AR doubled this year. Students participating in Math Facts in a Flash mastered 138 levels and practiced 12,617 facts based on practices and tests. Students participating in AF read 47,320 books (only quizzes passed count) and 145,128,996 words read.                                                                                                                                                                                                                                                                              |
| 1.5 Enable teachers to prepare supplemental intervention materials by providing duplicating machines, supplies, materials and services. Materials may also be sent to the print shop for duplication, enlargement and/or lamination.                                                                                                                                                                                                                                                                                                                                                                                                                                | The number of students being retained was reduced this year from 13 last year to 10.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 1.6 Provide Elementary Student Support Specialist to work with students, teachers, other school staff and parents to help ensure student success both behaviorally and academically.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | The number of students being retained was reduced by 3 students this year to 10 students. Student participation in AR increased with over 300 students receiving medals. SST meetings were held on 74 students and 19 follow-ups. The Elementary Student Support Specialist met with students, contacted parents and assisted in classrooms. Each week she monitors 12 students in class and on the playground.                                                                                                                                                                                                                                                                                                    |
| 1.7 Increase parent involvement and home to school communication. Parents that are volunteering on a regular basis need to be fingerprinted. With Title 1 parent involvement funds, we will fingerprint 13 parents and with PTO and Lottery funds, another 16 parents will be fingerprinted.                                                                                                                                                                                                                                                                                                                                                                        | 25 parents' fingerprints were approved this year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 1.8 Provide phone calls to remind parents of important events, upcoming meetings, and to monitor attendance.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Daily calls were made for attendance and tardies. Additional calls were made for all school events, changes in schedules and safety information.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 1.9 Provide parents with written information, newsletters, phone calls to increase communication. Provide materials and supplies for parent meetings and an annual appreciation luncheon.                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Seventy parents and/or community members attended our annual volunteer luncheon. For all events we have had as many volunteers as needed. For the Read Across America Day we had over 60 volunteers. For our fall festival, jog a thon and field day we had over 40 volunteers for each event.                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 1.10 Provide technology support for students through IPADs. This technology will increase student access to multiple learning tools and devices, as well as through Smartboard lessons. Phase 1 will be to provide one IPAD per classroom. Phase 2 will include IPADs for intervention in some classrooms/ grade levels to pilot their success. As the data shows effectiveness, more IPADs may be purchased. Accessories will also be purchased including a cart for storage and charging, protective covers, keyboards, headphones and programs.                                                                                                                  | 2 carts of 40 I pads each were utilized in all classrooms this year. Keyboards and headphones were purchased and enabled students to use the I pads for keyboarding skills in addition to supplemental apps for instruction. Grade levels received priority for using I pads during their intervention time. Students were allowed to complete AR tests using the I pads. 73% of our K-3 students took at least one STAR reading test. In first grade, 25% of the students had a reading comprehension grade equivalent of 1.9 and above. 83% of 2nd grade students scored above the 1.9 grade level and 92% of third grade students.                                                                              |

## GOAL #2

Improve students scoring proficient and advanced in ELA on the CSTs by at least 15% by increasing students accessibility to the library. Increase library resources available to students and families. Increase library hours to provide more opportunity for students to use the library. Make library available for students before school, lunch and afterschool.

|                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>What data did you use to form this goal (findings from data analysis)?</b><br/>CST scores, MJUSD benchmarks, Accelerated Reader participation, number of books read, pages and words read and library patronage and circulation reports. Students that improved the number of books they read and took tests on also improved in their ELA CSTs and district benchmarks.</p> | <p><b>What did the analysis of the data reveal that led you to this goal?</b><br/>Last year we saw an increase doubling the number of books, pages and words read by students. We also saw an increase in the number of students participating in accelerated reader. A majority of the students that earned a medal for reading and participated in accelerated reader consistently scored proficient or higher in ELA on benchmarks and CSTs. We want to increase participation. Last year we had several kindergarten students participating and almost half of our first grade students. This year 2012-13 we had 29% of our kindergarten students participate in Accelerated Reader and 92% of our first grade students.</p> |
| <p><b>Who are the focus students and what is the expected growth?</b><br/>K-6 and we expect to increase participation and number of books, pages and words read by 15%.</p>                                                                                                                                                                                                        | <p><b>What data will be collected to measure student achievement?</b><br/>Accelerated Reader Participation, number of books, pages and words read<br/>MJUSD benchmark assessments<br/>CST assessments (2-6)<br/>Library patronage and circulation reports</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>What process will you use to monitor and evaluate the data?</b><br/>Monthly circulation reports, Accelerated Reader dash board results which reviews Accelerated Reader participation and MJUSD benchmark assessments will be reviewed in grade level articulation meetings and presented at staff meetings for analysis and adjustments.</p>                                | <p><b>Actions to improve achievement to exit program improvement (if applicable).</b><br/>Increasing student reading ability resulting in more students scoring proficient and advanced on CSTs.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

Please report progress in actions implemented this year:

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>2.1 Provide Literacy Resource Technician so the library will be accessible to students and staff providing materials to supplement the curriculum, opportunities for students to continue a deeper study of concepts presented in class. The library will support and encourage students to read and provide incentives and motivation for students to gain exposure to various genres available in the library. Coordinate opportunities for parents and community members to visit the library, read to students and participate in school-wide literacy events (i.e., Read Across America, read-a-thon).</p> | <p>Over 60 parent and community members participated in our Read Across America day as logged on our visitor sign in sheets. 302 students earned medals in the AR reading contest with 178 reaching the gold level. The number of students receiving medals increased by over 50% and last year only 90 students reached the gold level.</p> |
| <p>2.2 Increase library collection to meet the needs of students and supplement classroom instruction. The priority will be for A/R books, non fiction, and vocabulary building books as recommended by Isabel Beck.</p>                                                                                                                                                                                                                                                                                                                                                                                           | <p>The library now has 8,949 titles available for students. A variety of A/R books are available in all levels. Non-fiction books are available for A/R and for research. 47,320 books were read this year and 145,128, 996</p>                                                                                                              |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                    | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.3 Provide books in other languages and about different cultures for parents to check out and read with their children.                                                                                                                                                                  | With an enrollment of 480 students, we have 518 library patrons which includes parents that are checking out books. Each afternoon there are at least 3 parents in the library after-school with their children. Books are provided in different languages and cultures.              |
| 2.4 Provide a checkout system which allows students to locate books based on titles, authors, or subject.                                                                                                                                                                                 | 34,224 books were checked out this year.                                                                                                                                                                                                                                              |
| 2.5 Provide 6 Ipads for student use in library. This technology will increase the accessibility of supplemental programs for students i.e., Accelerated Reader, IXL, E-books and educational applications. Additionally, space will be freed up to accommodate more books in the library. | Student access to Ipads increased the number of students able to take AR tests in the library at one time. Students frequently spent recess and lunch time in the library reading and/or taking tests. The number of students receiving a medal based on AR points doubled this year. |

### GOAL #3

Increase the percentage of EL students scoring proficient and advanced in ELA and levels 4 and 5 on CELDT exam by 15%. Increase number of students eligible for redesignation by 15%.

|                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>CELDT data, CST and benchmark data. The number of EL students proficient in ELA increased, but due to increasing population, our percentage proficient decreased. Looking at the CELDT data and number of years students have been in school shows we have a group that did not make any CELDT growth, but | <b>What did the analysis of the data reveal that led you to this goal?</b><br>We redesignated 23 students this year. Each year we review the students CST, CELDT scores, grades and classroom performance. We have a group of students that we are waiting for current CST results and may redesignate in the fall because they barely met the criteria and the teachers felt their classroom performance was not as strong as needed for redesignation. |
| <b>Who are the focus students and what is the expected growth?</b><br>EL students grade 3 to 6.                                                                                                                                                                                                                                                                                             | <b>What data will be collected to measure student achievement?</b><br>CELDT, CST, redesignation numbers, MJUSD benchmark data, classroom assessments and work samples, and intervention assessments.                                                                                                                                                                                                                                                     |
| <b>What process will you use to monitor and evaluate the data?</b><br>Teacher articulation after the benchmarks. MJUSD benchmark data reviewed by grade level and administration. EL team to review data when CST results are in during August and again in January when new CELDT scores are available.                                                                                    | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>Targeting instruction for EL students based on ELD levels during grade level intervention time and focussing on improving student achievement in ELA based on students' levels.                                                                                                                                                                                    |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b> |                                                                                                                                                                                                                                                                                                               | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.        |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.1                                           | Provide para-educator support for teachers and to work with groups of students for intervention during workshop time.                                                                                                                                                                                         | Four students were re-designated last fall and an additional nine this spring for a total of thirteen.                                                                                                                                                                     |
| 3.2                                           | Provide technology to assist teachers with instruction and to supplement the curriculum for students. Provide English and Math in a Flash, Discovery Learning and Brain Pop to increase comprehensible input for EL students by providing visual and interactive instruction.                                 | Students using English in a Flash mastered 89 levels and practiced 9,615 skills. Math Facts in a Flash participants mastered 138 levels and practiced 12,617 facts. Four students were re-designated last fall and an additional nine this spring for a total of thirteen. |
| 3.3                                           | Provide supplemental supplies, materials and/or books to provide additional visual comprehensive input for EL students. This may include learning games and materials for learning English words and concepts.                                                                                                | Four students were re-designated last fall and an additional nine this spring for a total of thirteen.                                                                                                                                                                     |
| 3.4                                           | Provide classroom release time and/or extra duty for teachers to articulate with other teachers about EL students, observe classes and communicate with parents about their child's progress and academic needs. Teachers may also meet with groups of parents providing information and seeking their input. | Five parent meetings were held with our ELAC parents. Parents of EL students also attended our monthly PTO meetings. Four students were re-designated last fall and an additional nine this spring for a total of thirteen.                                                |
| 3.5                                           | Provide intervention with extended learning time. Provide during school and after-school intervention to students who are performing below proficiency in ELA and/or math.                                                                                                                                    | Four students were re-designated last fall and an additional nine this spring for a total of thirteen.                                                                                                                                                                     |
| 3.6                                           | Provide translation for our Hmong students and for parent/teacher communication. Our Hmong population is under 15% of our enrollment.                                                                                                                                                                         | One parent needed Hmong translation for a parent teacher conference this year.                                                                                                                                                                                             |
| 3.7                                           | Provide technology support for EL students through IPADs. This technology will increase the accessibility of supplemental programs for EL students and will be used to supplement ELD instruction. EL intervention groups and/or EL tutoring groups.                                                          | Four students were re-designated last fall and an additional nine this spring for a total of thirteen. Students receiving medals in AR doubled to a total of 302.                                                                                                          |



**GOAL #4**

|                                                                        |                                                                             |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| What data did you use to form this goal (findings from data analysis)? | What did the analysis of the data reveal that led you to this goal?         |
| Who are the focus students and what is the expected growth?            | What data will be collected to measure student achievement?                 |
| What process will you use to monitor and evaluate the data?            | Actions to improve achievement to exit program improvement (if applicable). |

Please report progress in actions implemented this year:

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| <p><b>Actions To Be Taken To Reach This Goal</b></p> | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p> |
| 4.1                                                  |                                                                                                                                                                                                                                                                             |

GOAL #5

|                                                                        |                                                                             |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| What data did you use to form this goal (findings from data analysis)? | What did the analysis of the data reveal that led you to this goal?         |
| Who are the focus students and what is the expected growth?            | What data will be collected to measure student achievement?                 |
| What process will you use to monitor and evaluate the data?            | Actions to improve achievement to exit program improvement (if applicable). |

Please report progress in actions implemented this year:

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|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Actions To Be Taken To Reach This Goal</p> | <p>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</p> <p>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p> |
| 5.1                                           |                                                                                                                                                                                                                                                                         |

**GOAL #6**

|                                                                        |                                                                             |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| What data did you use to form this goal (findings from data analysis)? | What did the analysis of the data reveal that led you to this goal?         |
| Who are the focus students and what is the expected growth?            | What data will be collected to measure student achievement?                 |
| What process will you use to monitor and evaluate the data?            | Actions to improve achievement to exit program improvement (if applicable). |

Please report progress in actions implemented this year.

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| <p><b>Actions To Be Taken To Reach This Goal</b></p> | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p> |
| 6.1                                                  |                                                                                                                                                                                                                                                                             |

## **SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2013-14**

School: Ella Elementary School

Principal: Rob Gregor

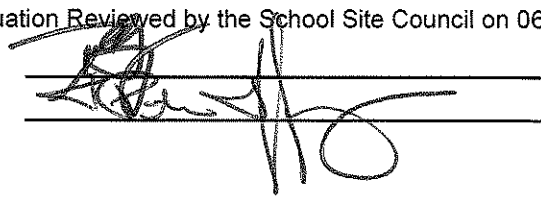
### **School Site Council Certification**

**The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])**

Annual Program Evaluation Reviewed by the School Site Council on 06/10/2013.

Principal's Signature:

SSC Chair Signature:

The image shows two horizontal lines for signatures. The top line has a signature that appears to be 'Rob Gregor'. The bottom line has a signature that appears to be 'John Smith'. The signatures are written in black ink.

## GOAL #1

Students will make academic growth/progress on three forms of measures: 1) CST Scores 2) CELDT Scores 3) Show a growth of 7 or more points on the API and the subgroups of AYP

A. Ella will focus on EL, ELA and Math strategies to provide high quality first instruction. The strategies will enhance the learning environment for all Ella students. Ella Teachers will participate in direct instruction, lessons and intervention in EL, ELA and Math instruction. Teachers will jointly plan, observe, analyze and refine classroom lessons based on both the long-term goals for EL, ELA and Math students and the goals of a particular subject area or unit. This will require monthly articulations to respond to the lessons -including what the students learned and student engagement.

B. On going PD will be used to assist teachers in their work will all students. The development of high quality first instruction and active student engagement will be used to improve academic achievement in every Ella student.

C. Professional Development for all staff to help foster growth in EL, ELA, Math, Science and Social Science.

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| <p><b>What data did you use to form this goal (findings from data analysis)?</b></p> <p>Results from the CST<br/>Results of the district benchmark exams<br/>Results of the CELDT assessments<br/>Intervention recording sheets<br/>Articulation and PLC meeting with grade levels<br/>CAB tests<br/>Sign-in sheets<br/>Classroom assessments and intervention tests (developed by teachers and tests within the units)</p> | <p><b>What did the analysis of the data reveal that led you to this goal?</b></p> <p>Students that receive high quality instruction that are engaged perform better on individual assessments and state assessments.</p> <p>District assessments have shown some improvement. Data sheets will be provided upon request. CELDT Scores improved and more students were RFP out of ESL. Teachers turned in the intervention sheets for any tutoring and students that took part in tutoring and extra intervention showed improvement on their district benchmarks.</p>                                                                                                                                                                                                                       |
| <p><b>Who are the focus students and what is the expected growth?</b></p> <p>Preschool through 6th grade students<br/>EL, ELA and Math Students<br/>Students with disabilities<br/>All students will grow from high quality first instruction with student engaged lessons.</p>                                                                                                                                             | <p><b>What data will be collected to measure student achievement?</b></p> <p>Teachers will weekly turn in assessment sheets and plans for intervention with students in their classrooms. All students will be tested by district benchmarks to make assessments to determine what interventions will be needed to help students that are falling behind.</p> <p>Teachers turned in their data sheets to administration. Students were provided with high quality first instruction where teachers were trained through PD and the administrator to develop lesson plans that were engaging for all students. Students that were struggling were reassessed and retaught the strategies if they were not able to show proficiency on the district benchmarks and classroom assessments.</p> |

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| <p><b>What process will you use to monitor and evaluate the data?</b><br/>         Analyze data provided to indicate if there was growth by students.<br/>         How many had growth?<br/>         How much growth?<br/>         Was the growth worth the expenditure?</p> | <p><b>Actions to improve achievement to exit program improvement (if applicable).</b><br/>         After looking over the data 90% of the students that received extra instruction and high quality first instruction showed growth on their district assessments and on classroom assessments. Students grew from as little as 5 points to as much as several hundred on their overall benchmarks and classroom assessments.</p> |
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Please report progress in actions implemented this year.

| <p><b>Actions To Be Taken To Reach This Goal</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>           Include specific expenditures and report student achievement outcomes based on measurements noted above.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p>1.1 Ella Elementary will focus on EL and ELA strategies to provide high quality first instruction. These strategies will enhance the learning environment for all students. Teachers will voluntarily participate in Lesson Study and provide focused ELD and ELA lessons and interventions. Teachers jointly plan, observe, analyze, and refine classroom lessons based on both the long-term goals for ELA/EL students and the goals of a particular subject area or unit. Lesson Study also requires educators to study how students respond to these lessons – including their learning and engagement. Additional Lesson study will provide teachers to meet to improve their skills at providing higher level questions and adding more rigor to the curriculum. This will serve ALL students at Ella. Teachers meet weekly to develop lessons for all students to raise the rigor and develop higher level questions based on Bloom's Taxonomy. Staff Member to train ELAC and to drive the committee into a functioning, active body. Staff Member to facilitate technology to make it usable at the site for teachers and students. This teacher will assist in lesson development and integration of Core Curriculum into technology. Classified Staff will set up meetings with parents and provide interventions for parents and students. The staff will help parents and students with communication of events and meetings to make sure parents and students are at the meetings and to provide written and verbal communication where needed.</p> |  | <p>This year Ella redesignated 12 students using:<br/>           Teacher collaboration for lesson study using EL strategies<br/>           EL teaching and learning strategies introduced at the Title 1 and Title III Conference, GLAD and SIOP Trainings; were brought back to the staff and shared during staff development time by lead teachers who attended the conferences. Differentiated EL learning was enhanced through technology that allows for hands-on placed lessons tailored to student's individual abilities and progress.<br/>           Training for staff using released items for the CELDT prepared staff for how questions were asked. Using the rubrics that are available, teachers modeled and taught writing strategies that enhanced their writings.</p>                                                                                                                                                          |
| <p>1.2 Ongoing high quality professional development is a powerful means to assist teachers in their work with all students. The employment of effective high quality teaching strategies is essential in improving the academic achievement of each and every student. Professional development to enhance teacher skills and refocus plans for student achievement. These opportunities are provided in and out of the district. Areas of focus will include EL development as well as specific school topics. In-house training will also provide teachers the opportunity to hone their skills right on our campus. Substitute, food and mileage costs are also included to make the professional development and growth possible for classroom teachers. This list includes, but is not limited to: CAFE, EL Conference, CUE, Title 1 Conference, SCOE, Behavior Mod Conference. Additionally, staff will attend trainings that will enable staff to develop a critical and necessary mission and vision of Ella.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  | <p>Professional Development included but was not limited to:<br/>           Computer Using Educators 40%<br/>           Title 1 Conference 10%<br/>           Title 3 Conference 10%<br/>           CLES Conferences 40%<br/>           Weekly Articulation 100%<br/>           Positive Behavior Program 100%<br/>           CELDT Training 100%<br/>           GLAD Training 100%<br/>           iPad Training 100%<br/>           Site Level PD 100%<br/>           NCWP 100%<br/>           SCOE trainings 100%<br/>           Please note, while the percentages may indicate a small number, the attendees were not the same for each training. These conference attendees shared their experiences at Staff Meetings and minimum day articulations and meetings. They provided ongoing support to others not in attendance. The Positive Behavior program was in the planning stages and will be rolled out in the 13-14 school year.</p> |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.3 Elementary Student Support Specialist will help motivate EL students and parents to improve academic skills, attendance and attitude. Provide EL students and parents with academic counseling, Motivational Assemblies, Monitoring and maintaining EL student's achievement. Provide supplemental intervention for EL students. Pacing of Standards, use of meetings and ELAC to meet with parents and students about their progress, benchmark alignment, provide CELDT testing and and training to teachers, parents and students, choices, behavior modification, student/parent involvement, parent/home communication, home visits and SST's. | The Student Services Specialist is very active on our campus. This person meets with EL students and help them with extra help that allows for students to succeed. Last year we had 5 students redesignated and this year we had 12 students redesignated. That is over a 100% growth. They also participate in SST meetings where there may be other services requested. They inform our parents and community on the success of our students while allowing for feedback.                                                                                                    |
| 1.4 Extra Help will be provided three days a week in order to provide intervention for EL students and students that are educationally disadvantaged. Intervention will include remediation on state standards as well as pre-teaching standards for which students may be having difficulty. These teachers will provide instruction during classroom workshop time reducing the student to teacher ratios.                                                                                                                                                                                                                                            | This substitute teacher reports 80% of students helped in class with a small group setting learned skills that were otherwise too difficult to accomplish. Attendance made a difference for those not making the growth others did. Growth for those attending on a regular basis was indicated by being able to accomplish tasks previously not able to do, increase in reading fluency, and by student report, more confidence in attempting future tasks. K-1 students benefited from the services of this expenditure.                                                      |
| 1.5 Student Services Coordinator will provide students with academic counseling, Edusoft testing, motivational assemblies, student behavior modification strategies, monitoring and maintaining student achievement. Will also provide support through referrals to public agencies for social support such as Victor Services. Will meet monthly with Victor Services to determine how best to serve students and families. Will monitor student attendance, make home visits when necessary, seek outside social services, i.e. churches and other resources, monitor and request vision and hearing screening, participate in the SST process.       | The Student Services Coordinator is very active on our campus. From participating in SST and IEP meetings where there may be other services requested, or the coordination of those services (40) (Parents sometimes make requests for counseling or it is necessary to bring in to advise with the coordination of services), making referrals to Victor Services/Mental Health (35), referrals to Victim Witness (9), Home visits (45), Crisis intervention with students (32), Child Protection Service reports (25) and Request for screening for vision for students (10). |
| 1.6 Technology Lead will assist out teachers to enhance learning through improved integration of technology. The primary focus of the Technology Lead is to enrich and support teaching and learning while strengthening the technology skills of students, teachers and staff. A Technology Lead will assist classroom teachers in the incorporation of technological hardware and software into daily instruction.                                                                                                                                                                                                                                    | The Technology Lead assisted teachers and students through integration of technology. They worked with students and teachers to allow for more access to the curriculum and supplemental curriculum. We saw an increase of students using technology in the classroom. Through the Lead we were able to get all (100%) of our students on a computer daily. Our goal of increasing technology in the classroom was facilitated by the lead and we were able to increase to a 1:1 ratio of students to computers.                                                                |

## GOAL #2

Ella will teach EL, ELA and Math students using supplemental, external support programs and materials to enhance the core curriculum. The teachers will use the supplemental materials and external support specialists to provide growth in these three areas: 1) CST Scores 2) CELDT Scores 3) Show a growth of 7 or more points on the API and subgroups of AYP

|                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p><b>What data did you use to form this goal (findings from data analysis)?</b></p> <p>Results from the CST<br/>Results of the district benchmark exams<br/>Results of the CELDT assessments<br/>Intervention recording sheets<br/>Articulation and PLC meeting with grade levels<br/>CAB tests<br/>iReady<br/>Classroom assessments and intervention tests (developed by teachers in Edusoft)</p> | <p><b>What did the analysis of the data reveal that led you to this goal?</b></p> <p>Students that receive high quality instruction that are engaged perform better on district assessments and state assessments. We had an increase of over 100% in students being redesignated.</p>                                                                                                                                               |
| <p><b>Who are the focus students and what is the expected growth?</b></p> <p>Preschool through 6th grade students<br/>EL, ELA and Math Students<br/>Students with disabilities<br/>All students will grow from high quality first instruction with student engaged lessons.</p>                                                                                                                     | <p><b>What data will be collected to measure student achievement?</b></p> <p>Teachers will weekly turn in assessment sheets and plans for intervention with students in their classrooms. All students will be tested by district benchmarks to make assessments to determine what interventions will be needed to help students that are falling behind. In EL we saw an increase from 5 to 12 students that were redesignated.</p> |
| <p><b>What process will you use to monitor and evaluate the data?</b></p> <p>Analyze data provided to indicate if there was growth by students.<br/>How many had growth?<br/>How much growth?<br/>Was the growth worth the expenditure?</p>                                                                                                                                                         | <p><b>Actions to improve achievement to exit program improvement (if applicable).</b></p> <p>Our EL population benefited from the extra tutoring and support by the teachers. We had and increase from 5 to 12 students redesignated.</p>                                                                                                                                                                                            |

Please report progress in actions implemented this year:

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|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Actions To Be Taken To Reach This Goal</b></p> | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b></p> <p>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p> |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1 Supplemental materials and programs to enhance the California state adopted curriculum will be purchased. These items include, but are not limited to, paper and printer ink to support supplemental programs such as: Renaissance, GLAD Strategies, Read Naturally, iPad Apps, iReady, CAB, Curriculum Associates, Discovery Education, Edusoft, Open Court workbooks that are not part of the core, NCWP and BrainPop. iReady ELA/MATH, Classroom Books for Classroom Libraries and Resource Libraries for classroom and intervention, and other supplemental curriculum to support the core curriculum. Books for the teacher library will also supplement classroom learning. | The use of programs such as iReady ELA and Math and Accelerated Reader made it possible for students to grow during the 13-14 school year. 100% of students in K-6 iReady and students use it when in need of remediation. Accelerated Reader has 100% student participation. The more a student reads the more success we see in their fluency. Supplementary materials include: art supplies, caterpillars, paper, headphones, paper to create a stimulating classroom environment. These programs and supplies extend the learning of students creating lifelong learners. |
| 2.2 Technology for students and staff. Laptops are used to integrate technology to support the core curriculum. iPads are used in Special Education classrooms and regular education classrooms to engage students in their individual learning experience. Computers that may need to be replaced due to age.                                                                                                                                                                                                                                                                                                                                                                        | Computers in the primary classes were 2004 models. Many programs would not run on the computers anymore. Updating the computers alleviated the issue making the use of programs such as iReady ELA and Math, Accelerated Reader possible. 100% of students in K-6 iReady and students use it when in need of remediation. Accelerated Reader has 100% student participation. The more a student reads the more success we see in their fluency.                                                                                                                               |
| 2.3 Contracts for service agreements on copiers that are used for supplemental school instruction will be purchased to keep equipment in running order for student supplies and materials that extend concepts beyond the core curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                             | Copiers are used to prepare hands-on applications and enhance the learning environment. An excellent example of the use of copiers to enhance the program is by using Read Naturally. Focus on reading fluency has increased the reading speed of 96% of those students that participated in after-school tutoring.                                                                                                                                                                                                                                                           |
| 2.4 Supplementary materials to enhance the classroom environment and to create complete usage of programs such as iReady, AR, AM, Curriculum Associates, BrainPop, NCWP, GLAD, CAB Edusoft, Math Facts in a Flash. Materials for supplemental projects                                                                                                                                                                                                                                                                                                                                                                                                                                | Supplementary materials include: art supplies, caterpillars, paper, headphones, paper to create a stimulating classroom environment. These programs and supplies extend the learning of students creating lifelong learners.                                                                                                                                                                                                                                                                                                                                                  |
| 2.5 Print Shop to create learning aids for EL to supplement classroom instruction.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Teachers access the Print Shop to make copies for items that are not available from the District for Core Curriculum. Teacher have stated using the Print Shop uses less school paper and provides students with necessary skills not addressed in programs provided by curriculum.                                                                                                                                                                                                                                                                                           |
| 2.6 Students that meet proficient and advanced on Interim Tests and CST in Math, ELA, Science and CELDT will be awarded for their achievements throughout the year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | These items provided motivation for students to work hard and to do their very best on all tests. Students showed more interest and teachers reported that students became motivated to earn the awards for their achievements.                                                                                                                                                                                                                                                                                                                                               |

### GOAL #3

Parental Involvement is critical for Ella. From ELAC to PTO, Ella values and honors parental involvement by including them in all decisions. ELAC meets monthly as well as representatives on SSC and DELAC. Parents are encouraged to give input in the development and evaluation of the Site Plan.

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| <b>What data did you use to form this goal (findings from data analysis)?</b><br>We used the call logs from School Messenger in order to evaluate the usefulness of the caller.                                                                                                                                           | <b>What did the analysis of the data reveal that led you to this goal?</b><br>We had 95% of calls go through.                                                                     |
| <b>Who are the focus students and what is the expected growth?</b><br>All students are the focus and the expected growth is two-fold. By informing parents what is going on at school, parents are involved and give input and evaluate programs and activities. The growth is indicated by parent involvement on campus. | <b>What data will be collected to measure student achievement?</b><br>As always, student achievement is measured by API and AYP. But it is also imperative to monitor attendance. |
| <b>What process will you use to monitor and evaluate the data?</b><br>Parent sign in at monthly meetings, attendance records.                                                                                                                                                                                             | <b>Actions to improve achievement to exit program improvement (if applicable).</b>                                                                                                |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b> |                                                                                                                                                                              | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                     |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.1                                           | Calling system to be used to contact parents to remind them of minimum days, days off of school, vacations. In addition, notes are provided in three languages.              | 92% of calls go through. Some calls are hang-ups, some are not going through due to lack of updated information. Callers were made to inform parents of ESL classes at Ella as well as school functions and meetings. Functions include, but are not limited to Carnivals, parent conferences, ELAC meetings, Parent involvement meetings, events such as movie nights. |
| 3.2                                           | Paper for notices for all parents with regards to events, meetings, activities, and learning opportunities offered at the school. This also includes the monthly newsletter. | Parent notices go out for events and activities. These notices are in two languages                                                                                                                                                                                                                                                                                     |
| 3.3                                           | Provide snacks and food for monthly parent meetings. We have drinks and food. There is over 60 adults plus children in attendance.                                           | Monthly meetings for parents are held to inform them about the activities at school and to receive concerns parents may have. Sign in forms are available.                                                                                                                                                                                                              |
| 3.4                                           | Provide fingerprinting for parents, guardians and volunteers to be apart of the classrooms and helping out with the school.                                                  | We saw an increase of parent involvement in the classrooms and more volunteers to go on experiential field trips. We had over 20 new parents start helping out at the school.                                                                                                                                                                                           |

**GOAL #4**

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|------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| What data did you use to form this goal (findings from data analysis)? | What did the analysis of the data reveal that led you to this goal?         |
| Who are the focus students and what is the expected growth?            | What data will be collected to measure student achievement?                 |
| What process will you use to monitor and evaluate the data?            | Actions to improve achievement to exit program improvement (if applicable). |

Please report progress in actions implemented this year:

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| <p><b>Actions To Be Taken To Reach This Goal</b></p> | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p> |
| 4.1                                                  |                                                                                                                                                                                                                                                                             |

**GOAL #5**

|                                                                        |                                                                             |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| What data did you use to form this goal (findings from data analysis)? | What did the analysis of the data reveal that led you to this goal?         |
| Who are the focus students and what is the expected growth?            | What data will be collected to measure student achievement?                 |
| What process will you use to monitor and evaluate the data?            | Actions to improve achievement to exit program improvement (if applicable). |

Please report progress in actions implemented this year:

| Actions To Be Taken To Reach This Goal | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above. |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5.1                                    |                                                                                                                                                                                                                                                              |

**GOAL #6**

|                                                                        |                                                                             |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| What data did you use to form this goal (findings from data analysis)? | What did the analysis of the data reveal that led you to this goal?         |
| Who are the focus students and what is the expected growth?            | What data will be collected to measure student achievement?                 |
| What process will you use to monitor and evaluate the data?            | Actions to improve achievement to exit program improvement (if applicable). |

Please report progress in actions implemented this year:

|                                                      |                                                                                                                                                                                                                                                                             |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Actions To Be Taken To Reach This Goal</b></p> | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p> |
| 6.1                                                  |                                                                                                                                                                                                                                                                             |

# **SINGLE PLAN FOR STUDENT ACHIEVEMENT**

## **Annual Program Evaluation - 2013-14**

School: Kynoch Elementary School

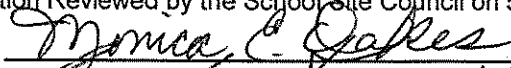
Principal: Monica Oakes

### **School Site Council Certification**

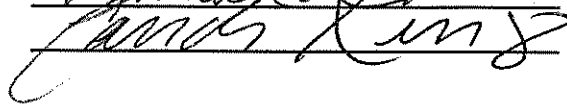
The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on 5/12/2014.

Principal's Signature:



SSC Chair Signature:



# GOAL #1

## Student Academic Performance

|                                                                                                                                                       |                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>District Benchmark Assessments, CST Yearly Assessment, AYP Results   | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Students are below the AYP Goals for Proficient and Advanced in the areas of Math and English Language Arts |
| <b>Who are the focus students and what is the expected growth?</b><br>All significant sub-groups as determined by the CST for API and AYP             | <b>What data will be collected to measure student achievement?</b><br>District Benchmark Assessments, CST Yearly Assessment, AYP Results                                                  |
| <b>What process will you use to monitor and evaluate the data?</b><br>Staff, Site Council, ELAC will review scores to see if goals have been reached. | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>Intervention, Tutoring, Best Teaching Practices.                                                    |

Please report progress in actions implemented this year.

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Evaluation Of Researched-Based Activities To Determine if Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above. |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1 Intervention Time, provide time for Interventions for Certificated Classroom teachers to provide direct intervention instruction for their students with support from Instructional Assistants.                                                                                                                                                                                                                                                                                                                      | Student achievement improved by 1.7% for ELA and 1.3% in Math. As a school we did not meet the goal of 3% but are moving towards that goal. There were over 8,000 intervention times provided for students throughout the school year.                              |
| 1.2 Computer Lab full time Instructional Assistant to provide direct instruction and to promote student academic learning using technology, data analysis, working with teachers to make test scores relevant to their educating their students. She relates test information to second language parents in terms that they understand. Part time Instructional Assistant for Interventions.                                                                                                                             | Student achievement improved by 1.7% for ELA and 1.3% in Math. As a school we did not meet the goal of 3% but are moving towards that goal. There were over 8,000 intervention times provided for students throughout the school year.                              |
| 1.3 Maintain and support a K-5 Library for students to promote reading, direct contact with students building reading fluency by reading to students. Assists students and teachers with classroom research projects. Supports reading by supporting and maintaining the Accelerated Reader Program. Purchase a year Accelerated Reader Contract.                                                                                                                                                                        | Student achievement improved by 1.7% for ELA and 1.3% in Math. As a school we did not meet the goal of 3% but are moving towards that goal. There were over 8,000 intervention times provided for students throughout the school year.                              |
| 1.4 EL Interventions to raise academic performance of EL students. Library books to interest EL students. Extra hours to provide intervention.                                                                                                                                                                                                                                                                                                                                                                           | Student achievement improved by 1.7% for ELA and 1.3% in Math. As a school we did not meet the goal of 3% but are moving towards that goal. There were over 8,000 intervention times provided for students throughout the school year.                              |
| 1.5 Supplemental materials to raise the academic performance of all students including EL students. Pay for Materials to raise academic performance. The materials that are purchased may require copy paper Supplemental materials specifically for EL students and underperforming to use during interventions and tutoring to raise the students academic performance. These also include materials used for projects to raise academic performance of the students. Materials for Whiteboard Smartboard Interactive. | Student achievement improved by 1.7% for ELA and 1.3% in Math. As a school we did not meet the goal of 3% but are moving towards that goal. There were over 8,000 intervention times provided for students throughout the school year.                              |

| <p><b>Actions To Be Taken To Reach This Goal</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p>                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1.6 Elementary Student Support Specialist will work directly with the students and school staff to ensure student academic success:</p> <ul style="list-style-type: none"> <li>• Works directly with students on behavioral issues identified through classroom and playground observations to create a safe school environment</li> <li>• Meets with students individually to modify choices that will create academic success</li> <li>• Corresponds with parents to involve them in their child's education</li> <li>o Creates academic, attendance, and behavior goals with students and their families to help remove barriers to learning</li> <li>o Keeps families apprised of student's behavior that impede their ability to meet the class/grade level standards of instruction</li> <li>• Monitors progress of academic, attendance, and behavior goals</li> <li>• Leads groups of students on issues such as bullying, choices, decision making, study skills, etc.</li> <li>• Facilitate student recognition to motivate and inspire positive behavior and academic success</li> <li>• Mediates between students</li> </ul> | <p>Student achievement improved by 1.7% for ELA and 1.3% in Math. As a school we did not meet the goal of 3% but are moving towards that goal. There were over 8,000 intervention times provided for students throughout the school year.</p>                                                                              |
| <p>1.7 Supplemental Academic Resource for improving student academic performance by providing after school tutoring and educational experiences during school hours. (GATE &amp; Tutoring &amp; Interventions). Afterschool Tutoring and interventions for EL students to raise their academic performance.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Student achievement improved by 1.7% for ELA and 1.3% in Math. As a school we did not meet the goal of 3% but are moving towards that goal. There were over 8,000 intervention times provided for students throughout the school year.</p>                                                                              |
| <p>1.8 Purchase supplemental programs and library books to improve academic performance for EL students</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Student achievement improved by 1.7% for ELA and 1.3% in Math. As a school we did not meet the goal of 3% but are moving towards that goal. There were over 8,000 intervention times provided for students throughout the school year.</p>                                                                              |
| <p>1.9 Academic resource for improving student achievement by decreasing teacher/student ratio, providing supplemental standards-based instruction through interventions. Peer support to observe other teachers to learn instructional techniques to improve student achievement. (When funds become available)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Student achievement improved by 1.7% for ELA and 1.3% in Math. As a school we did not meet the goal of 3% but are moving towards that goal. There were over 8,000 intervention times provided for students throughout the school year.</p>                                                                              |
| <p>1.10 Supplemental materials to raise the academic performance of students. The materials are in the form of blacklined masters which will require copying. Copying requires machines and ink.</p> <p>Provide expanded options to introduce and reinforce concepts outlined in pages of the core textbooks. Teachers will utilize the office copiers to prepare hands-on applications and complimentary resources creating a differentiated learning environment. The purchase allows for the introduction of multiple methods to reach students. Students who are not able to grasp concepts through the textbook alone will have additional exposures to increase student comprehension and move students toward mastery. Supplemental instructional aides are critical when site goals are focused on closing the achievement gap. Integrated level intervention programs require supplemental materials to be copied on a daily basis. Enhanced school to home communications will also be provided through the photocopier.</p>                                                                                                      | <p>Student achievement improved by 1.7% for ELA and 1.3% in Math. As a school we did not meet the goal of 3% but are moving towards that goal. There were over 8,000 intervention times provided for students throughout the school year. Supplemental materials and supplies were used to meet the achievement goals.</p> |



## GOAL #2

Staff Development will be provided to certificated and classified staff to increase educators knowledge and skills for students to increase their academic performance.

|                                                                                                                                                                                                                                                                                     |                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>District Benchmark Assessments, CELDT, and CST's which are used to develop the API and AYP                                                                                                         | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Sub Groups that were below goal or did not reach goal.                             |
| <b>Who are the focus students and what is the expected growth?</b><br>All groups will show growth of will maintain or show growth 3% towards meeting all district AMAO goals as well as district, state, and federal growth goals for AYP and API.                                  | <b>What data will be collected to measure student achievement?</b><br>District Benchmark Assessments, CELDT, and CST's which are used to develop the API and AYP |
| <b>What process will you use to monitor and evaluate the data?</b><br>Teachers will meet every six weeks to go over data received during that time. From that data they will determine student learning goals. The principal will share the data with Site Council and ELAC groups. | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>We will increase focus and staff development.                              |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b> |                                                                            | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1                                           | Conferences, Training, Presenters and Expenses                             | Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 2.2                                           | Provide training for staff to better serve our underperforming population. | Student achievement improved by 1.7% for ELA and 1.3% in Math. As a school we did not meet the goal of 3% but are moving towards that goal. There were over 8,000 intervention times provided for students throughout the school year. Supplemental materials and supplies were used to meet the achievement goals.<br><br>Student achievement improved by 1.7% for ELA and 1.3% in Math. As a school we did not meet the goal of 3% but are moving towards that goal. There were over 8,000 intervention times provided for students throughout the school year. Supplemental materials and supplies were used to meet the achievement goals. Staff took part in extra supplemental math training. |

### GOAL #3

Parent Involvement Parents are encourages through multiple avenues to be active participants in their students education, research shows that there is a correlation between parent engagement and student success.

|                                                                                                                                                                                                                                                                                     |                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Parent Surveys, School Site Safety Plan, District Benchmark Assessments, CELDT, and CST's which are used to develop the API and AYP                                                                | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Sub Groups that were below goal or did not reach goal.                             |
| <b>Who are the focus students and what is the expected growth?</b><br>All groups will show growth of will maintain or show growth 3% towards meeting all district AMAO goals as well as district, state, and federal growth goals for AYP and API.                                  | <b>What data will be collected to measure student achievement?</b><br>District Benchmark Assessments, CELDT, and CST's which are used to develop the API and AYP |
| <b>What process will you use to monitor and evaluate the data?</b><br>Teachers will meet every six weeks to go over data received during that time. From that data they will determine student learning goals. The principal will share the data with Site Council and ELAC groups. | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>We will increase focus and staff development.                              |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                                                                                                                                    | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.1 Support, Enhance Parent communication and parent involvement through newsletters, posting meeting agendas, creating outreach materials, and place phone calls to showcase opportunities for enhanced involvement and avenues to strengthen our student's academic abilities. | Student achievement improved by 1.7% for ELA and 1.3% in Math. As a school we did not meet the goal of 3% but are moving towards that goal. There were over 8,000 intervention times provided for students throughout the school year. Supplemental materials and supplies were used to meet the achievement goals.                                                       |
| 3.2 Provide classroom communication for second language students beyond the required school notifications. Classroom communication beyond required communication.                                                                                                                | Student achievement improved by 1.7% for ELA and 1.3% in Math. As a school we did not meet the goal of 3% but are moving towards that goal. There were over 8,000 intervention times provided for students throughout the school year. Supplemental materials and supplies were used to meet the achievement goals.                                                       |
| 3.3 Love and Logic Classes for Parenting                                                                                                                                                                                                                                         | Student achievement improved by 1.7% for ELA and 1.3% in Math. As a school we did not meet the goal of 3% but are moving towards that goal. There were over 8,000 intervention times provided for students throughout the school year. Supplemental materials and supplies were used to meet the achievement goals. this year we had 20 participants attend the training. |
| 3.4 Create parent involvement opportunities to increase academic performance.                                                                                                                                                                                                    | Student achievement improved by 1.7% for ELA and 1.3% in Math. As a school we did not meet the goal of 3% but are moving towards that goal. There were over 8,000 intervention times provided for students throughout the school year. Supplemental materials and supplies were used to meet the achievement goals.                                                       |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                     | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.5 School Messenger allows the school to contact all parents in a quick and efficient fashion. This calling system facilitates increased parent involvement, keeps families engaged and connected to the school, and informs parents of opportunities to enhance their child's education. | Student achievement improved by 1.7% for ELA and 1.3% in Math. As a school we did not meet the goal of 3% but are moving towards that goal. There were over 8,000 intervention times provided for students throughout the school year. Supplemental materials and supplies were used to meet the achievement goals. |
| 3.6 Create parent involvement opportunities, for parents to work in the classroom to improve the academic achievement for their student. Remove the monetary barrier for parents by a shared cost for fingerprinting. School pays \$40 parent pays \$31                                    | Student achievement improved by 1.7% for ELA and 1.3% in Math. As a school we did not meet the goal of 3% but are moving towards that goal. There were over 8,000 intervention times provided for students throughout the school year. Supplemental materials and supplies were used to meet the achievement goals. |

# GOAL #4

School Safety

|                                                                                                                                                                                                               |                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Decrease in percentage of Uniform Complaint Reports, Expulsion and Suspension Reports, and Accident Reports                  | <b>What did the analysis of the data reveal that led you to this goal?</b>         |
| <b>Who are the focus students and what is the expected growth?</b><br>All students and whole school data                                                                                                      | <b>What data will be collected to measure student achievement?</b>                 |
| <b>What process will you use to monitor and evaluate the data?</b><br>Group data to be collected to measure academic gains: Uniform Complaint Reports, Expulsion and Suspension Reports, and Accident Reports | <b>Actions to improve achievement to exit program improvement (if applicable).</b> |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                        | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                 |
|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4.1 Safe and secure campus, free from intimidation and bullying. Maximize use of Yard Duty and Staff | Student achievement improved by 1.7% for ELA and 1.3% in Math. As a school we did not meet the goal of 3% but are moving towards that goal. There were over 8,000 intervention times provided for students throughout the school year. Supplemental materials and supplies were used to meet the achievement goals. |

## GOAL #5

Technology will be integrated into the curriculum to achieve measurable educational objectives and a higher level of student engagement. Staff development tied to technology.

|                                                                                                                                                       |                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>District Benchmark Assessments, CST Yearly Assessment, AYP Results   | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Students are below the AYP Goals for Proficient and Advanced in the areas of Math and English Language Arts |
| <b>Who are the focus students and what is the expected growth?</b><br>All significant sub-groups as determined by the CST for API and AYP             | <b>What data will be collected to measure student achievement?</b><br>District Benchmark Assessments, CST Yearly Assessment, AYP Results                                                  |
| <b>What process will you use to monitor and evaluate the data?</b><br>Staff, Site Council, ELAC will review scores to see if goals have been reached. | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>Intervention, Tutoring, Best Teaching Practices                                                     |

Please report progress in actions implemented this year:

| Actions To Be Taken To Reach This Goal |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                        |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5.1                                    | Supply staff with the equipment to improve student achievement through the use of technology. Supply staff with supplemental equipment. The interactive technology will allow teachers to easily conduct assessments and gauge student understanding quickly and efficiently while raising student engagement. The immediate feedback will allow teachers to differentiate instruction and tailor lessons to reach educationally disadvantaged students including English Learners and special education students. Also the technology will set the stage for richer data discussions between teachers, administrators, students, and parents. | Student achievement improved by 1.7% for ELA and 1.3% in Math. As a school we did not meet the goal of 3% but are moving towards that goal. There were over 8,000 intervention times provided for students throughout the school year. Supplemental materials and supplies were used to meet the achievement goals. |
| 5.2                                    | Materials and programs to work with interactive smartboard/ whiteboard to increase academic performance through the use of technology. The technology will be used in our EL classrooms and all classrooms.                                                                                                                                                                                                                                                                                                                                                                                                                                    | Student achievement improved by 1.7% for ELA and 1.3% in Math. As a school we did not meet the goal of 3% but are moving towards that goal. There were over 8,000 intervention times provided for students throughout the school year. Supplemental materials and supplies were used to meet the achievement goals. |

GOAL #6

|                                                                        |                                                                             |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| What data did you use to form this goal (findings from data analysis)? | What did the analysis of the data reveal that led you to this goal?         |
| Who are the focus students and what is the expected growth?            | What data will be collected to measure student achievement?                 |
| What process will you use to monitor and evaluate the data?            | Actions to improve achievement to exit program improvement (if applicable). |

Please report progress in actions implemented this year:

|                                               |                                                                                                                                                                                                                                                                      |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Actions To Be Taken To Reach This Goal</p> | <p>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p> |
| 6.1                                           |                                                                                                                                                                                                                                                                      |

# SINGLE PLAN FOR STUDENT ACHIEVEMENT

## Annual Program Evaluation - 2013-14

School: Linda Elementary School

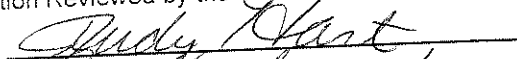
Principal: Judy Hart

### School Site Council Certification

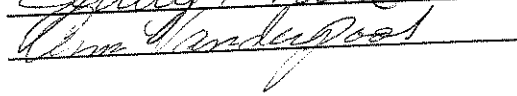
The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on .

Principal's Signature:



SSC Chair Signature:



# GOAL #1

Students will make academic progress on the following measure CST scores, District Benchmark Assessments, CELDT scores, and show API growth of 5-10 points overall.

|                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>1012-13 CST results, Baseline Reading Levels, Benchmarks                                                                    | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Out of 406 students, 159 scored at or above proficient on ELA-CST (39%) AYP not met<br>Out of 406 students, 215 scored at or above proficient on Math-CST(53%) AYP not met                                                                       |
| <b>Who are the focus students and what is the expected growth?</b><br>Those students who are designated Socioeconomically Disadvantaged (393 students)                                                       | <b>What data will be collected to measure student achievement?</b><br>STAR Reading Testing results, district benchmarks, curriculum embedded tests                                                                                                                                                                             |
| <b>What process will you use to monitor and evaluate the data?</b><br>Monthly Grade level articulation will be centered around student data provided by STAR, district benchmarks, curriculum embedded tests | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>Daily monitoring of classroom instruction; Intervention groups organized by teachers based on student data; Teacher support and professional development through PD360, SCOE, consultant Roberta Hennigan, Common Core Conferences, PBIS |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1                                           | Student Services Coordinator will provide students with academic counseling, Edusoft testing, motivational assemblies, student behavior modification strategies, monitoring and maintaining student achievement. Will also provide support through referrals to public agencies for social support such as Victor Services. Will access Victor Services to determine how best to serve students and families. Will monitor student attendance, make home visits when necessary, seek outside social services, i.e. churches and other resources, monitor and request vision and hearing screening, participate in the SST process. | SSC facilitated Friday initial and follow up SSTs. SSC met with students and parents to develop academic, attendance, and behavioral goals as well as coordinate assistance for families via public agencies. SSC served as the main coordinator for Linda School's year one Positive Behavior Intervention Support; attended training, facilitated on site meetings of PBIS team, facilitated the development of school wide expectations.                                                                                                                                   |
| 1.2                                           | Student Support Specialist will motivate students to improve academic skills, sportsmanship, attitude, character, community, and leadership. The SSS will serve as our home to school connection and assist families in setting academic goals for our students.                                                                                                                                                                                                                                                                                                                                                                   | SSS facilitated the Lion Pride Program. This program reinforces students making positive behavioral choices by earning "Lion Bucks." A student store is open weekly where students spend their "Lion Bucks." The SSS involves the organization of trimester rallies recognizing students' academic success. She facilitated a Character Counts program for all sixth grade students, and the Lion Pride Leadership team which was comprised of students excelling in academics and character. The SSS served on the PBIS team to begin alignment with the Lion Pride Program. |
| 1.3                                           | Supplemental position to work with students and teachers to provide academic interventions and enhance ELA achievement through reading and small group instruction.                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Extra support was given to students in Kindergarten and 2nd grade(eight classrooms) to support students not progressing in letter recognition, sound, sightwords and reading fluency. All students showed growth according to testing data provided by the classroom teachers.                                                                                                                                                                                                                                                                                                |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.4 Provide interventions in small group settings targeting specific grade level standards.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Students were referred to Linda School's RTI program via SSTs. These students showed the need for intervention in either ELA or Math. Students received intervention for a six week period. They were released if data showed that they no longer needed additional support, or would continue based on which skill areas needed additional attention. Students in the RTI program were assessed consistently to gauge effectiveness of the program. Most students showed significant growth. Those that did not, were referred to a Follow-up SST to plan next steps.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 1.5 Students will have access to technology presented in a new school computer lab that will assist in the research process and in developing presentations that will reflect their learning, ie: power point presentations. Students will have access to the computer lab during the school day and afterschool. (Family Reading Night) Technology will also be utilized to assess student achievement and to drive instruction. Teachers will utilize technology to provide visuals to support student learning, and interactive lessons to increase student engagement.<br><br>Technology committee will support teaching and learning through strengthening technology skills of the teaching staff through the planning of professional development including modeling lessons that integrate technology. Technology based learning resources will be created for teachers and students to ensure implementation of technology in classrooms K through 6th to support student learning and mastery of common core standards. | A new computer lab was added to Linda School. This lab was utilized for: student research, the development of power points to demonstrate student learning, Family Reading Night (AR testing), reinforcing grade level concepts, and assessing student learning.<br>A technology team surveyed the technology needs of the staff and provided professional development based on the survey results. The team also researched Lexia, an online reading program that will replace Waterford and expand to 6th grade. The program will provide differentiated support for students in ELA. One hundred-twenty iPads were purchased and has increased students' access to technology.<br>The technology team will also access the technology needs for next year, prioritize, and present to the Site Council for approval in the 2014-15 Site Plan.<br>The AR program was implemented to increase student fluency, reading levels, and comprehension. As of April, 22,2014 books had been checked out by Linda Students. This year kindergarten and first grade students participated in AR.<br>Students also used Tumble Books, an online reading program, to assist in reading fluency and well as Brain Pop to introduce, and reinforce, skills taught in ELA, Math, Social Science, Health, and Science. |
| 1.6 Maintenance contracts for school copies and Riso machine used to produce enhancement components to the core curriculum and allow teachers to present concepts through multi-avenues to assist students toward grade level standards mastery.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                       | Evaluation Of Research-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1.7 Materials that supplement the district adopted core curriculum utilized during differentiated instruction to assist students who are below proficiency in Math or ELA. The materials are intended to reinforce Common Core grade level standards.</p> <p>Materials for special classroom projects ie: CA relief maps, volcanos, student project display boards, science experiments that reinforce grade level science standards.</p> | <p>Teachers strived to ensure that their students were given opportunities to think more deeply about content being taught. Many accessed lesson ideas from websites and then printed the materials needed to give students access to benefiting from these teaching strategies.</p> <p>Classroom created volcanos, relief maps, geometric shapes, missions, paintings, pottery and various projects to demonstrate their learning.</p>  |
| <p>1.8 Teachers will provide after school tutoring for students not proficient in ELA and math.</p>                                                                                                                                                                                                                                                                                                                                          | <p>Because many of our students do not have assistance in their home with homework, an after school Homework Club was added. Students were referred to this program through the SST process. Student homework reflected reinforcement of grade level standards. The teacher and paras were able to give the students immediate assistance. The program proved to be very effective and we will plan to expand the program next year.</p> |

## GOAL #2

Designated EL students will make academic and ELD progress on three measures: CELDT scores, CST scores, and District Benchmark Assessments and meet the annual AMO.

| What data did you use to form this goal (findings from data analysis)?<br>Celdt; 2012-13 CST results                                                                                                                                                                                                                                 | What did the analysis of the data reveal that led you to this goal?<br>Out of 220 students 78 students were at or above proficient on ELA-CST<br>Out of 220 students 118 students were at or above proficient on Math-CST<br>(AYP criteria was met through Safe Harbor in both ELA and Math.)                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Who are the focus students and what is the expected growth?<br>Those students designated as EL.                                                                                                                                                                                                                                      | What data will be collected to measure student achievement?<br>Celdt testing results, district benchmarks, curriculum embedded assessment, CST                                                                                                                                                                                                                                                                                                                                   |
| What process will you use to monitor and evaluate the data?<br>Teachers will focus on EL students' benchmarks and progress on Celdt testing during articulation                                                                                                                                                                      | Actions to improve achievement to exit program improvement (if applicable).<br>Monitoring of instruction in the classroom, small group instruction with para that speaks primary language, small group instruction with teacher, four SEI classes that focus on language development in kindergarten and first grade                                                                                                                                                             |
| Please report progress in actions implemented this year.                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                               | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                     |
| 2.1 One hour of articulation after school to address the needs of our EL students.                                                                                                                                                                                                                                                   | Embedded in monthly articulation meetings-teachers met in their grade levels to review student progress based on district benchmarks and/or curriculum embedded assessments and effective teaching strategies. Teachers also review ELs' CELDT results.                                                                                                                                                                                                                          |
| 2.2 Primary language para-educators will deliver direct services to students. They will bridge the language barrier to enhance instruction, provide tutoring, and implement teacher-developed EL instruction.                                                                                                                        | See goal 1.3                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 2.3 Supplementary materials will be purchased that will enhance the California State adopted curriculum including but not limited to: Avenues, Functions for Fluency, and Measuring up.                                                                                                                                              | Additional Avenues supplements were purchased to supplement SEI designated classrooms. (big books, vocabulary cards..)                                                                                                                                                                                                                                                                                                                                                           |
| 2.4 The EL leadership will meet monthly to evaluate the effectiveness on interventions and the ELD programs being implemented during the thirty minutes ELD instruction.                                                                                                                                                             | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 2.5 EL Coordinator will use data to identify groups of English Learners at each grade level for interventions during structured ELD time, group students in SEI and transitional to add primary language support, help make connections for parent understanding, and train/arrange professional development for EL Leadership Team. | ELC analyzed CELDT data, CST, and classroom grades to determine placement of EL students and reclassifications. 26 students were reclassified this year. ELC also administered the CELDT test, organized and facilitated the four ELAC meetings. Each trimester the ELC monitored progress of EL students (district benchmark assessments, curriculum embedded assessments, and overall grades) EL reclassifications were organized and presented by the ELC and administration. |

| Actions To Be Taken To Reach This Goal | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.6 PBIS Leadership Team               | The PBIS team was formed and consisted of certificated and classified staff. Trainings were attended during the school year to support the implementation of year 1 PBIS. Monthly site meetings were held to: develop school wide expectations, revise incentive program, create lessons, including videos, to teach students and staff the expectations. Two staff members were trained to use the data system SWIS to track student behavior and effectiveness of the program. Students designed and, with teachers, painted murals reflecting: Be Safe-Be Responsible-Be Respectful |
| 2.7 Common Core Leadership Team        | The "team" attended Susan Gendron series in Balanced Assessment. Teachers in grades K-6th attended district professional development through out the year addressing the transition to Common Core the student assessment. Teachers attended professional development opportunities offered by YCOE and Elk Grove School District.                                                                                                                                                                                                                                                     |

### GOAL #3

Parental Involvement is critical for Linda Elementary School. Site Council, ELAC and PTA, reflects that Linda values and honors parental involvement by including them in shared decision making. Each parent group meets regularly where parents are encouraged to give input on school events, and the development and evaluation of the Site Plan.

|                                                                                                                          |                                                                             |
|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| What data did you use to form this goal (findings from data analysis)?<br>Number of Site Council meetings, ELAC, and PTA | What did the analysis of the data reveal that led you to this goal?         |
| Who are the focus students and what is the expected growth?                                                              | What data will be collected to measure student achievement?                 |
| What process will you use to monitor and evaluate the data?                                                              | Actions to improve achievement to exit program improvement (if applicable). |

Please report progress in actions implemented this year:

| Actions To Be Taken To Reach This Goal |                                                                                                                                                                                                                                              | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                               |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.1                                    | A system is to be used to contact parents to remind them of minimum days, days off of school, vacations. In addition, notes are provided in three languages.                                                                                 | Messenger was utilized to keep our school community informed of special events, changes in our school calendar, minimum days, and school safety issues or drills.                                                                                                                                                                          |
| 3.2                                    | To improve parent involvement during (not limited to) Back to School Night, Open House, Family Program Dinner Night, Family Reading Night, PTA sponsored activities and classroom participation                                              | Linda School hosted the following events to enhance our stakeholders involvement: Meet and Greet, seasonal laser show, Family Dinner Night, Trimester Rallies, ELAC, Site Council, PTA meetings. This year we added a second family dinner opportunity during Open House which also included choral and violin performances, and Kid Live. |
| 3.3                                    | Provide families with a handbook/school calendar and banners signifying special school events                                                                                                                                                | Families were provided with handbook/school calendar and banners signifying special events (Kindergarten Enrollment, Minimum Day Today) Our school marquee was kept up to date by our leadership group, Kid Live.                                                                                                                          |
| 3.4                                    | Finger printing of parents so that they may work in the classrooms and at school events during the school day. This will build relations between school and home that will increase student achievement and create an inclusive environment. | We are pleased that our parent volunteers are increasing steadily each year. Our parents assist in classrooms, help to supervise the playground area and special events, and attend field trips.                                                                                                                                           |

GOAL #4

|                                                                        |                                                                             |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| What data did you use to form this goal (findings from data analysis)? | What did the analysis of the data reveal that led you to this goal?         |
| Who are the focus students and what is the expected growth?            | What data will be collected to measure student achievement?                 |
| What process will you use to monitor and evaluate the data?            | Actions to improve achievement to exit program improvement (if applicable). |

Please report progress in actions implemented this year:

| Actions To Be Taken To Reach This Goal |                                                                                                                                                                                                                                                                                                                                                               | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                  |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4.1                                    | Teachers meet monthly for one hour to develop highly effective lessons involving strategies that provide access to academic language, practice academic language, and provide higher level questioning to extend and focus on effective teaching strategies for all students to raise the rigor and develop higher level questions based on Bloom's Taxonomy. | Teachers met monthly for an hour, at least, to review Common Core Standards and to plan units. These units included teaching strategies/approaches to deepen their students' thinking increasing student learning. Teachers also collaborated around increasing student access to technology as well as their own use of technology to increase student engagement.                                                                           |
| 4.2                                    | Our staff will deepen our understanding of our own unique strengths. This awareness will enable us to build balanced teams that address the needs of our school. Training - Youth Development Network "Strengths Based Training" (3 sessions)                                                                                                                 | The staff participated in three professional development days provided by Youth Development-Network "Strengths Based Training") The staff is now aware of their five strengths. It is the goal that we will become more aware of how our strengths assist in enhancing our school culture and how our strengths benefit our students. Teachers will be encouraged to develop their own mission statements which will reflect their strengths. |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                       | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>4.3 Staff will participate in the PBIS process to develop a school wide discipline program. This will facilitate continuity through out the school. Staff will also participate in training; teacher led, district sponsored, and outside consultants (SCOE) This training will assist in deepening staff understanding of Common Core and honing teaching strategies that will facilitate transition to Common Core.</p> | <p>Linda school completed year one of PBIS this year. Teachers in grades K-6th attended district sponsored professional development days targeting the transition to Common Core. Teachers also attended the Susan Gendron series, Balanced Assessment, and professional development offered by YCOE and Elk Grove School District. These trainings focused on Common Core.</p> |
| <p>4.4 Grade level Learning Communities will meet to analyze student assessment data, develop lesson plans that include Best Teaching Practices to increase student mastery of Common Core grade level standards.</p>                                                                                                                                                                                                        | <p>See 4.1</p>                                                                                                                                                                                                                                                                                                                                                                  |
| <p>4.5 Collaboration between preschool teachers and kindergarten teachers which will include: classroom observations to demonstrate teaching strategies implemented in preschool and the kindergarten classroom environments. At the end of the school year, the teachers will meet to discuss the needs of students that will feed into kindergarten classrooms at Linda School.</p>                                        | <p>One scheduled transition meeting in the spring between preschool and kinder teachers. The hope will be that next year there will be more opportunities for collaboration between kindergarten and preschool teachers.</p>                                                                                                                                                    |

# SINGLE PLAN FOR STUDENT ACHIEVEMENT

## Annual Program Evaluation - 2013-14

School: Loma Rica Elementary School

Principal: Kathleen Hansen

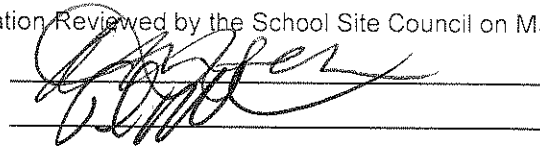
### School Site Council Certification

The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on May 21, 2014.

Principal's Signature: \_\_\_\_\_

SSC Chair Signature: \_\_\_\_\_

Handwritten signatures of Kathleen Hansen and the SSC Chair over horizontal lines.

## GOAL #1

Loma Rica Elementary will increase the performance level of struggling learners by providing targeted, small group/individualized assistance and instruction in students' area(s) of academic need. Identified students will be provided supplemental instructional materials, programs, resources and experiences.

|                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Diagnostic assessments, district benchmarks, teacher assessments and standardized testing results.                                                                                                                              | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Approximately 30% of students are not yet reaching proficient status in ELA and math as measured by the California Standards Test. |
| <b>Who are the focus students and what is the expected growth?</b><br>Focus students will be students currently reporting a performance level of Basic, Below Basic and Far below Basic as measured by the California Standards Test. Our goal is to increase the number of students reaching proficiency by 3%. | <b>What data will be collected to measure student achievement?</b><br>Diagnostic assessments, district benchmarks, teacher assessments and standardized testing results.                                         |
| <b>What process will you use to monitor and evaluate the data?</b><br>Monthly minimum days will be spent monitoring and evaluating benchmark data and teacher assessments. District support will aide in providing applicable data for analysis and evaluation.                                                  | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>N/A                                                                                                                        |

Please report progress in actions implemented this year:

| Actions To Be Taken To Reach This Goal |                                                                                                                                                              | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1                                    | ELA & math instruction will be supported through direct intervention with students including both 1:1 and small group instructional settings.                | This year, we had a combination class of 4th and 5th graders. Class size was 34. Targeting the specific needs of struggling learners was difficult. Time for small group instruction and reteaching was limited given the demands of simultaneously teaching two grade levels. Site council voted to employ a para educator for a portion of the day so that the teacher could work directly with only the students who were below grade level in their performance. The teacher reported that students' grades and achievement was greatly enhanced due to the 1:1 and small group instruction he was able to provide. Benchmark data for end-of-year performance was not available at the time of this report. Teacher observation and grades are the indicator of this expenditure's success. |
| 1.2                                    | Provide students access to books and technology that address individual reading levels and comprehension using the web based Accelerated reader Program (AR) | Students' mastery of reading (fluency and comprehension) is enhanced by using the Accelerated Reader program. The circulation of books through our library is significantly increased by using this program at our school. In addition, success rates have demonstrated an increase in student achievement. The number of students who are 85% and above on grade level mastery is 61%. This compares to the district average of 59%. The number of students who participate (with a minimum score of 50 points) is 85%. This compares to the districts average rate of 75%.                                                                                                                                                                                                                     |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.3 Provide supplemental materials which enhance core academic programs. These materials supplement district materials and are designed to enhance specific areas that will help all students advance to levels of proficiency in each subject                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Not all of the adopted instructional materials address each grade level's academic content standards in a way that meets every learner's unique needs. Teachers identified standards and students which were in need of supplemental instructional materials.</p> <p>Expenditures for instructional materials such as academic dvd's, noise-canceling headphones, vocabulary and enrichment books, allowed teachers to supplement the district's existing core curriculum. Because these materials worked in concert with other interventions/enhancements, it is not possible to quantify them in isolation of other expenditures. Our most effective form of evaluation of these expenditures, comes from surveying our teachers. 100% of teachers reported that without these supplemental instructional materials, student achievement would be significantly compromised.</p> |
| 1.4 Provide supplemental instructional programs to enhance core academic programs. These programs supplement district programs and are designed to enhance specific areas that will help all students advance to levels of proficiency in each subject                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Supplemental instructional programs augment our district's core program. Students in need of intervention and/or additional support find success with the extra practice that supplemental programs provide. This year's focus has been on literacy. Categorical expenditures include Accelerated Reader and Waterford. Again, it is difficult to isolate and quantify the effectiveness of this supplemental programs as they work to complement (vs. replace) our teachers' instruction with the core curriculum. 100% of teachers reported that without these supplemental instructional programs, student achievement would be significantly compromised.</p>                                                                                                                                                                                                                  |
| 1.5 Provide expanded options to introduce and reinforce concepts outlined in pages of the core textbooks. Teachers utilize copiers to prepare hands-on applications and complimentary resources creating a differentiated learning environment. The purchase allows for the introduction of multiple methods to reach students. Students who are not able to grasp concepts through the textbook alone will have additional exposures to increase student comprehension and move student toward mastery. Supplemental instructional aids are critical when site goals are focused on closing the achievement gap. Integrated intervention programs require supplemental materials to be copied on a daily basis. | <p>As we evaluate our supplemental programs and materials for at-risk students, teachers often report that individual students still face challenges. It is for this reason that we support the use of copiers to provide even more intensive individualized instructional materials. Assessment of student achievement using materials that are photocopied is an ongoing process. Modifications are made and additional individualized materials are provided based on teachers' measurement of the students' success.</p>                                                                                                                                                                                                                                                                                                                                                          |
| 1.6 Provide academic planners, to 4th/5th graders, which will foster better organization of and access to their work. Items such as class notes, homework assignments, test dates, etc. will be recorded by students daily                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>In a 3 year analysis of students' preparedness for the middle school transition, it is clear that students who move to the middle school having had experience, direction and practice using academic planners, fare better than their peers. Organization of materials and assignments, particularly for our at-risk students, is critical for their success in the middle school environment. Our school will continue to provide this opportunity for students by purchasing and using the planners on a daily basis.</p>                                                                                                                                                                                                                                                                                                                                                       |
| 1.7 Increase parent partnerships and communication for the purpose of enhancing and supporting student achievement. Support parent outreach efforts which promote higher levels of parent involvement on campus.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>20% of Loma Rica's student body has active and involved parents who help support our school on a daily and/or weekly basis. This high percentage is a direct result of our school's parent outreach efforts. Monthly newsletters provide up-to-date information about our school's accomplishments and activities. School messenger (automated phone messages to all parents) provide reminders about up-coming events and opportunities. One example of how this expense yields high parental involvement is our participation in events such as Back-to-School Night, Science Fair, and Open House. Classrooms ranged from 82%-100% parent attendance.</p>                                                                                                                                                                                                                       |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                               | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.8 Preparing students for college and career readiness requires early introduction to technology. Skills such as keyboarding, online citizenship and effective internet research strategies help ensure students maximize 21st century learning. Funds will be used to increase student and teacher access to computers and iPads for the purpose of incorporating more technology into curriculum and assessments. | Loma Rica has made significant strides in its effort to ensure that all students have access to up-to-date technology. This effort has been highly focused on students who struggle with regular pencil-paper tasks. Technology allows teachers to address a variety of learning modalities and individualize instruction for these students. Teachers report that students who are unable to access basic grade-level concepts using core materials, are, in fact, able to demonstrate understanding when those same concepts are taught through the use of technology. Students who typically struggle with handwriting and now finding success through mastery of keyboarding skills. Students who struggled with research and report-writing are now finding success through internet investigations and powerpoint reports. The integration of technology into our school's core academic program has resulted in higher levels of achievement and engagement for all students. |
| 1.9 Our school relies heavily on a comprehensive online assessment system to determine specific areas of student need. Instructional strategies are adjusted and supplemental curriculum is provided based on a collection and analysis of student assessment data. Educators will be able to use the DataWise to help students with a successful transition to the Common Core standards                            | At the time of this report, our annual post-testing data on DataWise is not available. In developing next year's SPSA, we will analyze our DataWise assessment and evaluate our investment in this data collection and assessment system. Site Council will make a determination at its September 2014 meeting.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## GOAL #2

Teachers will be provided opportunities for professional development aimed at ensuring the academic success of all students.

|                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Teacher requests, changing populations, CST and District benchmark results.                                                                                                                                    | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Aside from district-wide professional development at the beginning of the school year, no other opportunities for teacher learning are currently available. |
| <b>Who are the focus students and what is the expected growth?</b><br>Professional development for our teachers will focus on students with special needs, students who come from socio-economical disadvantaged families and students not performing at levels of proficiency in ELA and math. | <b>What data will be collected to measure student achievement?</b><br>CST, district benchmark results, teacher assessments                                                                                                                |
| <b>What process will you use to monitor and evaluate the data?</b><br>Teacher will be able to articulate connections between new learnings and student achievement results. Admin will be able to observe implementation of new learnings through frequent classroom walk-throughs.             | <b>Actions to improve achievement to exit program improvement (if applicable).</b>                                                                                                                                                        |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                     | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1 Teachers will attend professional development trainings focused on Common Core and Technology | Our school district provided an intensive calendar of professional development opportunities for teachers this year. Teachers received training in Common Core implementation for math, ELA and literacy in Social Studies and Science. Teachers also received training in the use of technology to support and enhance their daily instruction. In addition, our annual 'buy back' days provided opportunities for professional development, as well. For this reason, our school site budget did not incur the cost of teacher trainings. The site money allocated for this purpose, therefore, was not spent. |

# **SINGLE PLAN FOR STUDENT ACHIEVEMENT**

## **Annual Program Evaluation - 2013-14**

School: Johnson Park Elementary School

Principal: Sarah O'Brien

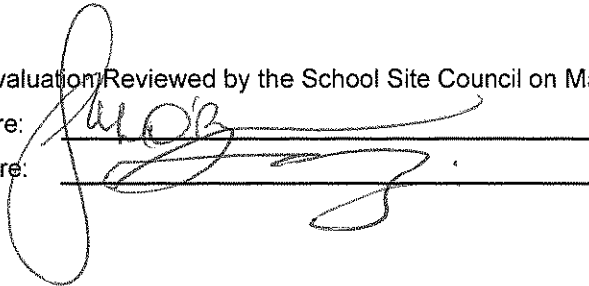
### **School Site Council Certification**

The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on May 20, 2014.

Principal's Signature:

SSC Chair Signature:

The image shows two handwritten signatures. The first signature, for the Principal, is written over a horizontal line and appears to be 'S. O'Brien'. The second signature, for the SSC Chair, is written over another horizontal line and is more stylized and cursive.

### GOAL #1

10% of EL students in all grade levels (2-6) will improve their proficiency in language arts and in mathematics, moving students out of the far below basic, below basic, and basic levels, toward proficiency and advanced status.

|                                                                                                                                    |                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Previous years' CST Data and MJUSD Benchmark Data | <b>What did the analysis of the data reveal that led you to this goal?</b><br>EL students were a sub group that did not make AYP                                                            |
| <b>Who are the focus students and what is the expected growth?</b><br>English Language Learners                                    | <b>What data will be collected to measure student achievement?</b><br>Teacher and program assessments<br>MJUSD Benchmark Assessments<br>CEDLT Scores<br>Report Card Performance<br>CST Data |
| <b>What process will you use to monitor and evaluate the data?</b><br>MJUSD Benchmark Assessments<br>CEDLT Test<br>CST Test        | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>Increase intervention for EL students                                                                 |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                     |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1                                           | Provide bilingual Student Support Specialist/Para-Educator to monitor student placement, assessment, provide ELD tutoring, intervention and communicate with staff, district office and parents. Student Support Specialist will also work with students to assist them in developing study skills interventions to assist with core curriculum. Student Support Specialist will help to identify students that are academically at risk and will help coordinate intervention services for these students. | Francisco Carrasco was hired to work 6 hours a day for 5 days a week to support EL students in the classroom and provide intervention groups to students. He worked to establish goals for students based on teacher data and Curriculum Assessment data. He also used CEDLT data to support our students and work to reclassify students. We were able to reclassify 13% of our EL students this year. |
| 1.2                                           | Provide Structured Teacher Planning Time focusing on the progress of the EL students to provide continuous monitoring and adjusting of the instruction provided to positively impact each EL student's academic performance.                                                                                                                                                                                                                                                                                | Teacher structured planning time was scheduled on the following dates: 9/26, 10/1, 10/2, 10/3, 11/12, 11/13, 11/14, 1/29, 1/30, 2/5, 3/25, 3/26, 3/27, 4/1, 5/22, 5/27, 5/28, 5/29. Teachers reviews CST data, CEDLT data, informal assessments and curriculum assessments. Intervention groups were created during these meetings along with tutoring groups.                                          |
| 1.3                                           | Provide supplemental supplies and materials to supplement the district curriculum providing multiple methods of input (visual, realia, Brain Pop, Math Facts in a Flash, Mountain Math & Mountain Language, etc.) to enhance learning opportunities for EL intervention and EL students.                                                                                                                                                                                                                    | EL students used Brain Pop, Math Facts in a Flash, Mountain Math and Mountain Language daily in EL intervention as well as the classroom. These programs helped to introduce new vocabulary concepts to students and helped improve benchmark scores. After starting intervention, the effect was noticeable.                                                                                           |
| 1.4                                           | Increase communication with EL parents regarding their child's progress and resources available.                                                                                                                                                                                                                                                                                                                                                                                                            | Newsletters were sent monthly to parents as well as information communicated at ELAC meetings to inform parents of resources available as well as progress. Items were added to the ELAC meetings agendas based on parent suggestions and information that they requested.                                                                                                                              |

| <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b></p> <p>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p> | <p><b>Actions To Be Taken To Reach This Goal</b></p>                                                                                                              |
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|                                                                                                                                                                                                                                                                                | <p>1.5 Encourage parents to volunteer in thier child's classroom in order to understand the standards which are being addressed at their child's grade level.</p> |
|                                                                                                                                                                                                                                                                                | <p>1.6 Increase and provide consistent ELD instruction.</p>                                                                                                       |

## GOAL #2

Increase library resources available to students and families. Increase library hours to provide more opportunity for students to use library. Make library available for students before school, lunch recess and after-school, as well as being available to teachers during the instructional day. These library resources will also include reading intervention materials to help students increase their reading proficiency.

|                                                                                                                                                                                        |                                                                                                                                                                                 |
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| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Accelerated Reader participation grades 2-6<br>MJUSD benchmark assessments K-6<br>CST assessments 2-6 | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Students needed increased literacy support.                                                       |
| <b>Who are the focus students and what is the expected growth?</b><br>K-1<br>2-6                                                                                                       | <b>What data will be collected to measure student achievement?</b><br>Accelerated Reader participation grades 2-6<br>MJUSD Benchmark Assessment data K-6<br>CST Assessments 2-6 |
| <b>What process will you use to monitor and evaluate the data?</b><br>Monthly circulation reports<br>Accelerated Reader participation statistics<br>MJUSD benchmark assessments        | <b>Actions to improve achievement to exit program improvement (if applicable).</b>                                                                                              |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                                                    | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above. |
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| 2.1 The library will be accessible to students and staff providing materials to supplement the curriculum, opportunities for students to continue a deeper study of concepts presented in class. | Library was open 5 days a week. Students were also able to go the library at lunch throughout the week.                                                                                                                                                             |
| 2.2 The library will support and encourage students to read and provide incentives and motivation for students to gain exposure to various genres available in the library.                      | Librarian scheduled weekly times with teachers for classes to be in the library.                                                                                                                                                                                    |
| 2.3 Increase communication to parents about the library and available resources.                                                                                                                 | Parents were informed by newsletters, flyers, AR reports and book fairs.                                                                                                                                                                                            |
| 2.4 Provide opportunities for parents and community members to visit the library, read to students and participate in school-wide literacy events (i.e., Read Across America)                    | Read Across America Day was on February 28th. Readers came from the community, Beale AFB and parents participated.                                                                                                                                                  |
| 2.5 Increase technology and equipment resources in the library. Provide funding for service and repair of equipment and technology resources.                                                    | Computers in the library were replaced and fixed for students to take AR tests.                                                                                                                                                                                     |

### GOAL #3

5% of students in all grade levels (K-6) will improve their proficiency in language arts and in mathematics, moving students out of the far below basic, below basic and basic levels, toward proficiency and advanced status.

|                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                        |
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| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Performance gains expected for these students: 5% of the students will improve their level of proficiency at least one level on the California Standards Test in both language arts and mathematics, and students in grades K and 1 will improve their level of proficiency at least one level in standards-based report card results. | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Students needed extra support and intervention in the classroom environment.                                                                             |
| <b>Who are the focus students and what is the expected growth?</b><br>Students in grades K, 1, 2, 3, 4, 5, 6                                                                                                                                                                                                                                                                                                            | <b>What data will be collected to measure student achievement?</b><br>Use of California Standards Test and standards-based report card data, Open Court Unit Assessments, STAR reading assessments, and Saxon Math assessment results. |
| <b>What process will you use to monitor and evaluate the data?</b><br>Use of California Standards Test and standards-based report card data, Open Court Unit Assessments, STAR reading assessments, and Saxon Math assessment results.                                                                                                                                                                                  | <b>Actions to improve achievement to exit program improvement (if applicable).</b>                                                                                                                                                     |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Evaluation Of Researched-Based Activities To Determine if Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above. |
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| 3.1 Extended learning time: Provide during-school and after-school tutoring to students who are performing below grade level in ELA and math. Instruction will be targeted to addressing specific standards. Regular assessments will monitor progress of students participating in extended learning time. STARS after-school program will work with after-school tutors to develop schedules for students needing tutoring and attending the after-school program.                    | As of April 11th, 125 tutoring hours were contracted with teachers. Tutoring was completed in grade levels K-6. Teachers used district assessments and curriculum assessments to restructure groups during articulation time.                                       |
| 3.2 Provide extended learning experiences for students away from the school setting. These opportunities will enhance those CA state standards already taught and increase proficiency.                                                                                                                                                                                                                                                                                                 | Field Trips by grade level. 6th Grade attended Shady Creek on May 12th-16.                                                                                                                                                                                          |
| 3.3 Provide planners for each student in grades 4-6. The planners will serve as a communication tool between the classroom and home. Additionally, the planners will provide organizational and planning skills including goal setting, identifying procedures in the task, identifying parts of the task, and assigning time to the task. All of these help build cognitive strategies necessary for achievement as identified in A Framework for Understanding Poverty by Ruby Payne. | Planners were given to all 4th-6th grade students. Students were encouraged to use agendas. At SST meetings, parents were encouraged to use the agendas to communicate with teachers on a daily basis.                                                              |

| <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b></p> <p>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p> | <p><b>Actions To Be Taken To Reach This Goal</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b></p> <p>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p>                                                                                                                                                                                                                                                                |
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| <p>3.4</p>                                                                                                                                                                                                                                                                     | <p>Provide supplemental intervention for students far below basic and basic in reading. Students struggling in the proficient level of reading will also receive support.</p> <p>Provide supplementary intervention for students not performing at grade level in English Language Arts and Math. Students will receive intervention as well as study skills interventions to assist with core instructional materials.</p>                                                                                                                                                                                                                                                                                           | <p>Teachers were provided with subs to plan for intervention opportunities. Subs were funded to provide para-educators to also attend meetings.</p> <p>As referenced in Goal #1: Teacher structured planning time was scheduled on the following dates: 9/26, 10/1, 10/2, 10/3, 11/12, 11/13, 11/14, 1/29, 2/5, 3/25, 3/26, 3/27, 4/1, 5/22, 5/27, 5/28, 5/29. Teachers reviews CST data, CEDLT data, informal assessments and curriculum assessments. Intervention groups were created during these meetings along with tutoring groups.</p> |
| <p>3.5</p>                                                                                                                                                                                                                                                                     | <p>Improvement of effective instructional strategies linking Essential Standards; reading instructional strategies to be taught at the application level.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>MJUSD Curriculum coaches were available to help support implementation of standards. Teachers also attended district wide grade level articulation.</p>                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>3.6</p>                                                                                                                                                                                                                                                                     | <p>Provide supplemental instructional materials to improve instruction, align the curriculum with California State Standards, and provide students with extended learning opportunities.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Board Math, Mountain Math, Mountain Language, Bellworks, etc. was purchased to supplement district adopted curriculum.</p>                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>3.7</p>                                                                                                                                                                                                                                                                     | <p>Provide staff development opportunities to improve content instruction, instructional strategies, instructional technology, classroom management, data analysis and structured teacher planning time. Have teachers from other sites share successful practices. Provide opportunities for teachers to observe other teachers in their classroom (on site and at other schools). Training on effective teaching strategies on buyback days and/or after school. Including but not limited to PBIS training, which is our school wide discipline program. Johnson Park is in Year 1 of the 3 year implementation program. Trainings and conferences are necessary to ensure full implementation of the program.</p> | <p>PBIS Team attended Tier 2 trainings in Placer County. PBIS teams developed strategies and supports to continue with the implementation of the PBIS SUPER JET program at Johnson Park. We will be entering Tier 3 next year.</p> <p>3 staff members attended the National PBIS Conference in Chicago from March 5th - March 8th.</p>                                                                                                                                                                                                        |
| <p>3.8</p>                                                                                                                                                                                                                                                                     | <p>Under the general supervision of the site administrator, the School Technology Lead will assist teachers at Johnson Park Elementary School enhance learning through improved integration of technology. The primary focus of the School Technology Lead is to enrich and support teaching and learning, while strengthening the technology skills of students, teachers and staff. A School Technology Lead will assist classroom teachers incorporate technological hardware and software into daily instruction.</p>                                                                                                                                                                                             | <p>Shantelle Reynolds was hired as the School Tech Lead. She worked 5 days a week, providing technology support to staff members and students. She also lead our AR incentive program. Shantelle also helped to facilitate the Smarter Balanced Assessment program at Johnson Park. Staff reported less problems with technology and student technology knowledge increased.</p>                                                                                                                                                              |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                 |
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| <p>3.9 Provide technology equipment for classrooms. (LCD projectors and Smartboards) to help assist students with learning technology components of Common Core Standards.</p> <p>Provide computer lab for Waterford intervention (K-2), class technology lessons and computer intervention programs and technology in classrooms for student assessment, and access to district data base and supplemental programs (i.e., Accelerated Reader). Improve instructional technology. The Waterford computer program helps with realia, vocabulary, visual representation and basic reading concepts. The visual and verbal components help EL learners as well as students who may be struggling with basic reading concepts. These programs are used as an intervention for EL learners and those students who are below grade level in grades K-6.</p> | <p>Computer lab was open 5 days a week with the support of the School Tech Lead. Accelerated Reader was used in grade levels 1st-6th, and was monitored by teachers as well as the School Tech Lead. Monthly reports were generated by the School Tech Lead. Incentives and prizes were given to students funded by PTO.</p> |
| <p>3.10 Provide technology support for students through the School Site Technology Lead. (Refer to Goal 3.8) This technology will increase student access to multiple learning tools and devices, as well as through SmartBoard lessons, keyboarding applications and computer programs which assist in language arts and math proficiency. This will also assist with the implementation of the Common Core Standards in all classrooms.</p>                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Students were provided technology lessons during their classroom computer lab time. The computer lab was also open for students to use during lunch time.</p>                                                                                                                                                             |

#### GOAL #4

Maximize student learning time, decreasing distractions and creating a clean, safe campus. Increase parent communication and positive incentives celebrating student improvement and achievement in academic, behavior and attendance goals. Provide students and parents with a school environment where they feel comfortable and safe.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                      |
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| <p><b>What data did you use to form this goal (findings from data analysis)?</b><br/>Increased student achievement reflected in a 5% increase in the number of students scoring proficient and advanced on CSTs and district benchmarks. Reduce student's suspensions by 10% from 2012-1013 school year. Increase attendance to reach 97% goal. Increase parent attendance at school activities and opportunities for parents to be informed of their child's successes and participate in problem solving activities.</p> | <p><b>What did the analysis of the data reveal that led you to this goal?</b></p>                                                                                                                                                                                    |
| <p><b>Who are the focus students and what is the expected growth?</b><br/>K-6</p>                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>What data will be collected to measure student achievement?</b><br/>Discipline referrals<br/>Suspension<br/>Attendance<br/>Parent participation logs<br/>Meeting attendance logs<br/>Detention records<br/>SST documentation of behavior and interventions</p> |
| <p><b>What process will you use to monitor and evaluate the data?</b><br/>Reduced discipline referrals, fewer suspensions<br/>Completion of improvement and beautification projects on campus<br/>CST results (increased number of students proficient and advanced)<br/>District benchmark assessments (increased number of students proficient and advanced)</p>                                                                                                                                                         | <p><b>Actions to improve achievement to exit program improvement (if applicable).</b></p>                                                                                                                                                                            |

Please report progress in actions implemented this year:

| <p><b>Actions To Be Taken To Reach This Goal</b></p>                                                                                                                                                       | <p><b>Evaluation Of Researched-Based Activities To Determine if Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p>                                                                                                                                                                    |
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| <p>4.1 Establish incentive system with monthly, trimester and yearly awards. The system will reinforce the positive behavior expectations and recognize increased academic performance and attendance.</p> | <p>Trimester awards assemblies occurred three times throughout the year. The Shining Star Reading Incentive program occurred once a month to encourage positive reinforcement of reading. Blue SUPER JET ticket drawings occurred every Friday during Friday Flag. Once a month 5 students were chosen for a special lunch. This helped support the JP SUPER JET PBIS program encouraging students to be Respectful, Responsible and Safe!</p> |
| <p>4.2 Increase parent communication and active participation.</p>                                                                                                                                         | <p>Newsletters were sent home monthly to inform parents of school events. The School Messenger System was used to communicate with parents and encourage participation. A JP Facebook page and a Twitter account were also created to increase parent communication.</p>                                                                                                                                                                       |

| <p><b>Actions To Be Taken To Reach This Goal</b></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b></p> <p>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p>                                                                                           |
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| 4.3                                                  | <p>Increase supervision of students before school, during recesses and after-school to create a safe and comfortable climate.</p> <p>Provide monthly meetings for yard duty reviewing problem solving strategies.</p>                                                                                                                                                                                                                                          | <p>Extra yard supervision was added throughout the year.</p> <p>The lunch schedule was modified to decrease the amount of unstructured time students have to play. Referrals at lunch time dramatically decreased.</p>                                                                                                                                                   |
| 4.4                                                  | <p>Provide classrooms with materials, supplies and equipment to utilize the Second Step program. Also provide after-school opportunities (detention) as an intervention providing students with decision making skills.</p>                                                                                                                                                                                                                                    | <p>Second Step was taught in the classrooms, along with the PBIS SUPER JET expectations. Teachers and staff were trained at the beginning of the year to implement lesson plans for each area of campus. They retaught these lesson plans two other times throughout the year. Positive behavior has increased and student referrals and suspensions have decreased.</p> |
| 4.5                                                  | <p>Provide extended learning opportunities for enrichment for GATE students.</p> <p>~Provide music instruction for students after school. (3-5 days a week)</p>                                                                                                                                                                                                                                                                                                | <p>Erin Pelfrey provided an after school music program for students 3rd-6th grade 5 days a week.</p>                                                                                                                                                                                                                                                                     |
| 4.6                                                  | <p>Provide avenue for student input and leadership through an organized student council.</p> <p>Provide staff development opportunities for teacher advisor.</p>                                                                                                                                                                                                                                                                                               | <p>Student leadership was promoted through the after school music program and the PBIS program, as part of the Kindness Challenge.</p>                                                                                                                                                                                                                                   |
| 4.7                                                  | <p>Provide professionally developed performances (art, drama, music, etc.) for students. This experience may be presented in assemblies, field trips, guest performances, etc.</p>                                                                                                                                                                                                                                                                             | <p>Erin Pelfrey planned two musical performances in December to showcase our students' talents.</p>                                                                                                                                                                                                                                                                      |
| 4.8                                                  | <p>Provide a Student Support Specialist to increase positive reinforcement of good behavior as well as increase overall attendance of students. Student Support Specialist will also work with students to assist them in developing study skills interventions to assist with core curriculum. Student Support Specialist will help to identify students that are academically at risk and will help coordinate intervention services for these students.</p> | <p>Esteban Mejia served as the SSS for 4 days a week. He scheduled and lead SST meetings, and ran intervention opportunities for struggling students.</p>                                                                                                                                                                                                                |

## **SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2013-14**

School: Olivehurst Elementary School

Principal: Jimmie Eggers

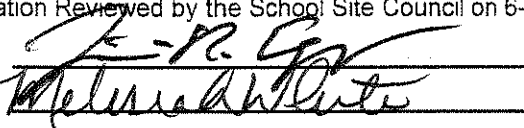
### **School Site Council Certification**

The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on 6-11-2014.

Principal's Signature:

SSC Chair Signature:



## GOAL #1

In meeting our site goals for target growth all EL students in all grade levels (K-6) will advance towards proficiency in language arts and math mathematics.

|                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                      |
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| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Teacher and program assessments<br>MJUSD benchmark assessments<br>Avenues and HighPoint assessments<br>CELDT scores<br>Report Card performance | <b>What did the analysis of the data reveal that led you to this goal?</b><br>We have several students at CELDT levels 1 through 5. Our goal is to continue to work towards every student to reach level 4 or 5 to be redesignated by the time they leave 6th grade. |
| <b>Who are the focus students and what is the expected growth?</b><br>Kindergarten-6th<br>Increase EL students' proficiency level                                                                                               | <b>What data will be collected to measure student achievement?</b><br>MJUSD benchmark assessments<br>Avenues and HighPoint end of unit assessments<br>CELDT scores                                                                                                   |
| <b>What process will you use to monitor and evaluate the data?</b><br>We will use the CELDT scores and teacher records to monitor progress                                                                                      | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>Students will increase proficiency levels by 3% on the new district interim assessments.                                                                                       |

Please report progress in actions implemented this year:

| <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above. |                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                                                                                                                       | This expenditure has proven to be very successful as 14 students have been redesignated from the time of this same report last year. Our EL paraeducator spent 6 hours a day working individually or with small groups of students. This position was successful in providing opportunities for students to improve reading comprehension and vocabulary.                                                 |
| 1.1 Provide bilingual EL Para-educator to provide direct instruction to promote student achievement; monitor student placement, assessments, and communicate with staff, district office and parents.                                                               | These tools are creating a successful environment for our students. It is helping our students continue to prepare for the new testing that will measure their success. Students were able to work with individual programs that aided in reading and vocabulary as well as speaking. This allowed students to work at their own pace and to feel less intimidated by working with other peers of adults. |
| 1.2 Provide supplemental supplies, materials and equipment to enhance learning opportunities and increase student comprehension across various subject areas.<br>Provide technology equipment, such as cameras, laptops, printers, and computers, scanners          | This expenditure allowed students to maintain access to specific programs that aided in their reading acceleration                                                                                                                                                                                                                                                                                        |
| 1.3 Insure technology is working and available for student use. Provide additional materials and supplies for computer equipment                                                                                                                                    | No Money was spent on this area this year                                                                                                                                                                                                                                                                                                                                                                 |
| 1.4 Provide supplemental supplies, materials and equipment to enhance learning opportunities and increase student comprehension across various subject areas.                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                           |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                        | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above. |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.5 Provide structured teacher planning time focusing on the progress of the EL students.<br>Provide continuous monitoring and adjusting of instruction provided to positively impact each EL student's academic performance. | This item was key for teachers to identify and plan for focused intervention to allow students to grow in specific area of need.                                                                                                                             |

## GOAL #2

(Based on conclusions from Analysis of Program Components and Student Data pages)  
Increase library resources available to students and families. Increase library hours to provide more opportunity for students to use library. Make library available for students before school, lunch recess and after school.

|                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                    |
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| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Accelerated Reader participation grades 2-6<br>MJUSD benchmark assessments K-6<br>CST assessments 2-6<br>Math Facts in a Flash participation grades 2-6 | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Over 25,000 books were checked out of the library. Students were monitored by individual teachers as to reading and reading comprehension. Grade level appropriate goals were given to all students. |
| <b>Who are the focus students and what is the expected growth?</b><br>K-1<br>2-6                                                                                                                                                         | <b>What data will be collected to measure student achievement?</b><br>Accelerated Reader participation grades 2-6<br>MJUSD benchmark assessments K-6<br>CST assessments 2-6<br>Math Facts in a Flash participation grades 2-6                                                      |
| <b>What process will you use to monitor and evaluate the data?</b><br>We will monitor AR reading levels and points. We will also use the data for the amount and types of books that have been checked out throughout the year.          | <b>Actions to improve achievement to exit program improvement (if applicable).</b>                                                                                                                                                                                                 |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above. |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1 Students will receive assistance in reading, AR reading and AR quizzes. Introduction to fiction, non fiction materials, and different genres of literature. Assists students and parents with materials. Supports CA state standards by offering appropriate materials in all formats to ensure students have equal availability to informational literacy. Teaches the use of reference materials available in the library including atlases, encyclopedias, and dictionaries, books of quotes, thesaurus and almanacs. | Students were able to take a total of 19,648 tests for AR reading Students passed 15,832 tests. Our students were able to read at an 81% success rate                                                                                                               |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                       | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above. |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.2 The library will support and encourage students to read more to improve fluency and comprehension across all subject areas                                                                                                               | 25,166 books were checked out to students from the library this year                                                                                                                                                                                         |
| 2.3 Students reading level will be monitored by areas such as star reading, A.R. reading, benchmarks, and CST scores. Technology upgrades to the library computer, printer will be needed to keep records of student access and achievement. | Teachers were given a breakdown of student performance on AR tests as well as benchmark scores to monitor and improve student achievement based on reading and reading comprehension                                                                         |

### GOAL #3

5% of students in all grade levels (K-6) will improve their proficiency in language arts and in mathematics, moving students out of the far below basic, below basic, and basic levels, toward proficiency and advanced status.

|                                                                                                                                                                      |                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>District benchmark assessments<br>STAR reading assessments<br>STAR math assessments | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Students need small group instruction, access to technology and materials that assist in their everyday learning and promote mastery of standards at their grade level. |
| <b>Who are the focus students and what is the expected growth?</b><br>Students in grades K, 1, 2, 3, 4, 5, 6                                                         | <b>What data will be collected to measure student achievement?</b><br>Use of California Standards Test and standards-based report card data, Open Court Unit Assessments, STAR reading assessments, and Harcourt Math assessment results.             |
| <b>What process will you use to monitor and evaluate the data?</b><br>District benchmark assessments<br>STAR reading assessments                                     | <b>Actions to improve achievement to exit program improvement (if applicable).</b>                                                                                                                                                                    |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.1 Extended learning time: Provide newly developed curriculum and during-school and after-school tutoring to students who are performing below grade level in ELA and math. After school gate program to provided extended learning and challenges for Gate identified students.                                                                                                                                                              | 14 teachers provided tutoring to over 130 students during the course of the year. This was a successful expenditure as over half of the students tutored were able to raise their level towards proficiency on benchmark scores. Tutoring will be provided down to 1st grade with the expectation that more students will be provided the opportunity of small group support |
| 3.2 Provide supplemental intervention for students. Academic counseling. Pacing of standards, use of edusoft, and benchmark alignment, meeting with families to align academic and social services based on needs. Small group intervention, counseling, choices – behavior modification, parent involvement training coordinate assemblies, parent/home communication, home visits, SST's, 6th grade interventions coordinated with PE times. | This is an area we hope to continue to improve. More time is needed to provide for our growing population of special needs students. That includes small group interventions that are academic and social. Ideally we would need multiple people in this role. It has worked to facilitate learning and parent communication.                                                |
| 3.3 Intervention time, provide time through PE interventions for certificated classroom teachers to provide direct intervention instruction for students. Provide small group intervention for students in classrooms                                                                                                                                                                                                                          | Teachers provided extra support to identify specific areas of need for individual students. This was restructured this year and found greater success in time management and direct support for students. It did suffer from the changes made to district assessments this year. This area will improve for next year with the new assessments.                              |
| 3.4 Provide quality interventions in the classroom grades K-6 by providing support for the teachers using small groups. Groups will be targeted specifically by grade level using benchmark tests.                                                                                                                                                                                                                                             | This time was useful to our Kindergarten and first grade students. Focus on reading intervention proved to be very successful. This is an area that can be expanded to see more success.                                                                                                                                                                                     |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.5 Improvement of effective instructional strategies linking Essential Standards; reading instructional strategies to be taught at the application level. Provide substitute release time for teacher articulation and small group instruction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | This was an area of great improvement over the previous year as teachers were provided more time to work in small groups to provide/discuss multiple strategies that promote student achievement                                                                                                                                                                                                                                                                                                                                                |
| 3.6 Provide supplemental intervention for students. Academic counseling. Pacing of standards, use of edusoft, and benchmark alignment, meeting with families to align academic and social services based on needs. Small group intervention, counseling, choices -- behavior modification, parent involvement training coordinate assemblies, parent/home communication, home visits, IEP's, 6th grade interventions coordinated with PE times.                                                                                                                                                                                                                                                                                                                                                                                 | This goal was unfunded for the year. It did create problems by not having this position. This is an area of need that will be explored in the future.                                                                                                                                                                                                                                                                                                                                                                                           |
| 3.7 Provide supplemental instructional materials and equipment to support Math ELA Science Art PE Music Social Science to enhance instruction, align the curriculum with California State Standards, and provide students with extended learning opportunities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | These programs provided specific targeted instruction in students areas of need.                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 3.8 Supplemental materials and supplies as related to technology needs. Insure technology is working and available for student use.<br>Replacement bulbs, cords, or other necessary repairs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | These purchases were essential to providing students opportunities to grow at their own rate. Ipad's were used for students to create one on one opportunities for growth using various applications. Computers were used from AR tests, to searching for information, to keyboarding and accessing new tests. Students learned how to give electronic presentation and definitely had their education enhanced due to the availability. More teacher training is needed in this area to maximize the potential of these machines and software. |
| 3.9 Provide additional materials, supplies, books, subscriptions, and copy materials<br>Supplementary materials and supplies are used to provide support and supplement the core curriculum in areas where students can be provided with opportunities for intervention or extend learning opportunities beyond what can be provided by the core curriculum. These materials include supplementary workbooks, teacher manuals, or other materials that enhance student learning. These may also include replacements to supplementary materials that can become lost and or damaged through continuous student use.                                                                                                                                                                                                             | This is a backbone to success. The materials bought through this goal provide papers, materials that are used both at school and home. It allows students to further their education by providing extra materials not accessible to students through the regular curriculum. At a PI school, this was essential to providing student, teacher and parent support to further student education                                                                                                                                                   |
| 3.10 Provide staff development opportunities, release time for support personnel/principal conferences, technology lessons and computer intervention programs for (K-6).<br><br>Provide Site Technology assistance to support supplemental technology that enhances the core learning program.<br><br>Technology Lead will assist teachers in elementary school by enhanced learning through improved integration of technology. The primary focus of the Technology Lead is to enrich and support teaching and learning while strengthening the technology skills of students, teachers and staff. A Technology Lead will assist classroom teachers in the incorporation of technological hardware and software into daily instruction.<br><br>Increase parent support, home school and community connections, and attendance. | This goal focused on adults becoming better trained and informed on how to help student learning. We need to keep both teachers and parents informed to best serve our students. Training was reprioritized and was much more successful this year.                                                                                                                                                                                                                                                                                             |

**GOAL #4**

|                                                                        |                                                                             |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| What data did you use to form this goal (findings from data analysis)? | What did the analysis of the data reveal that led you to this goal?         |
| Who are the focus students and what is the expected growth?            | What data will be collected to measure student achievement?                 |
| What process will you use to monitor and evaluate the data?            | Actions to improve achievement to exit program improvement (if applicable). |

Please report progress in actions implemented this year:

|                                                      |                                                                                                                                                                                                                                                                             |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Actions To Be Taken To Reach This Goal</b></p> | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p> |
| 4.1                                                  |                                                                                                                                                                                                                                                                             |

GOAL #5

|                                                                        |                                                                             |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| What data did you use to form this goal (findings from data analysis)? | What did the analysis of the data reveal that led you to this goal?         |
| Who are the focus students and what is the expected growth?            | What data will be collected to measure student achievement?                 |
| What process will you use to monitor and evaluate the data?            | Actions to improve achievement to exit program improvement (if applicable). |

Please report progress in actions implemented this year:

|                                               |                                                                                                                                                                                                                                                                         |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Actions To Be Taken To Reach This Goal</p> | <p>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</p> <p>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p> |
| 5.1                                           |                                                                                                                                                                                                                                                                         |

**GOAL #6**

|                                                                        |                                                                             |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| What data did you use to form this goal (findings from data analysis)? | What did the analysis of the data reveal that led you to this goal?         |
| Who are the focus students and what is the expected growth?            | What data will be collected to measure student achievement?                 |
| What process will you use to monitor and evaluate the data?            | Actions to improve achievement to exit program improvement (if applicable). |

Please report progress in actions implemented this year:

|                                                      |                                                                                                                                                                                                                                                                             |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Actions To Be Taken To Reach This Goal</b></p> | <p><b>Evaluation Of Researched-Based Activities To Determine if Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p> |
| 6.1                                                  |                                                                                                                                                                                                                                                                             |

# **SINGLE PLAN FOR STUDENT ACHIEVEMENT**

## **Annual Program Evaluation - 2013-14**

School: Yuba Feather Elementary School

Principal: Lynne Cardoza

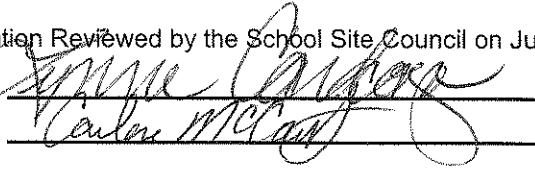
### **School Site Council Certification**

**The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])**

Annual Program Evaluation Reviewed by the School Site Council on June 9, 2014.

Principal's Signature:

SSC Chair Signature:



The image shows two handwritten signatures. The first signature, for the Principal, is 'Lynne Cardoza' written in cursive over a horizontal line. The second signature, for the SSC Chair, is 'Karen McGowan' written in cursive over a horizontal line.

**GOAL #1**

Improve student achievement in English Language Arts and Math. By June 2014, the number of students attaining proficiency will increase by 10% in both Language Arts and Math, as measured by the California Standards Test.

|                                                                                                                                                                                                                |                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>CST Scores                                                                                                                    | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Our 2013, CST results indicate that 51.4% of our students are proficient in ELA and 62.9% of our students are proficient in Mathematics. |
| <b>Who are the focus students and what is the expected growth?</b><br>Focus Students: All Students<br>Expected Growth: The number of students attaining proficiency in both ELA and Math will increase by 10%. | <b>What data will be collected to measure student achievement?</b><br>CST Scores, Benchmark scores, STAR Reading scores, API and AYP scores                                                                            |
| <b>What process will you use to monitor and evaluate the data?</b><br>Ongoing monitoring and analysis of Renaissance STAR, Benchmark and embedded assessment data.                                             | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>Targeted intervention and tutoring support in ELA and math to increase student achievement.                                      |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1 Provide students access to curriculum that addresses individual academic levels in grades K - 6 ELA through the implementation of the web based Accelerated Reader program. This program also provides teachers essential data in identifying students who need additional intervention to attain proficiency.                                                                                                                                                                                                                                                            | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.<br><br>STAR Reading growth reports for the 2014/14 school year show a positive growth at each grade level tested. Yuba Feather students passed a total of 1,388 Accelerated Reader Reading Practice tests this school year. |
| 1.2 To vary instructional strategies and provide equitable educational opportunities for all students, provide supplementary instructional materials that support the district adopted curriculum and grade level content standards. This will enable teachers to present core concepts through multiple avenues to move students toward mastery as well as target students who are not proficient in ELA and Math.                                                                                                                                                           | Material and supply monies were spent mostly on the implementation of the Common Coate Standards. Because this was an implementation year, new supplementary instructional materials were required to meet the demand of our new more rigorous standards.                                                                                                                                                                                                                                       |
| 1.3 Support reading/ELA through a comprehensive literacy program by: maintaining and supporting a K-6 library, having direct contact with students building reading fluency by reading to students, assisting students with appropriate book selections, assisting students and teachers with classroom research projects, supporting and maintaining the Accelerated Reader Program, supporting the ELA content standards, working with students who are below grade level in small group settings and 1:1 within the classroom structure, and providing technology support. | 686 hours of support were provided to our staff and students via our Literacy Resource Technician. STAR reading assessment growth reports indicate that growth was made at every grade level tested.                                                                                                                                                                                                                                                                                            |
| 1.4 Hire consultants and purchase materials to facilitate opportunities for student exposure to the arts, sciences, writing for publication, and leadership classes.                                                                                                                                                                                                                                                                                                                                                                                                          | Our writing for publication class produced our annual year book. Students were required to maintain academic standards to be able to participate in this class.                                                                                                                                                                                                                                                                                                                                 |
| 1.5 Provide targeted intervention to students who are below proficient in ELA and/or math to pre-teach and re-teach essential standards in small group and/or individual settings.                                                                                                                                                                                                                                                                                                                                                                                            | ----- hours of academic intervention support was provided to our students in the areas of ELA and Math. Significant progress toward proficiency was achieved by students participating in the tutoring program.                                                                                                                                                                                                                                                                                 |

| <b>Actions To Be Taken To Reach This Goal</b> |                                                                                                                                                      | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b>                                                                                                                                                   |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.6                                           | Provide small group ELA and Math direct learning opportunities and teacher support in kindergarten and First Grade.                                  | 686 hours of support were provided to our students in the areas of ELA and Math by our K para-professional.                                                                                                                                                                                               |
| 1.7                                           | Improve student achievement through the use & integration of technology. Support technology based learning and enhance active student engagement.    | Through the use of Chrome Books student engagement has increased resulting in an improvement in targeted intervention skills. Through the use of the Spelling City on-line spelling practice program and Flocabulary the proficiency rate of students in spelling and vocabulary acquisition has improved |
| 1.8                                           | Motivate students to meet the grade level benchmarks through Incentive Awards and Student Recognition Programs such as A Team and Wonderful Wildcats | Not Funded                                                                                                                                                                                                                                                                                                |

## GOAL #2

Establish a positive school climate built on shared responsibility for student learning through student, parent and community involvement. This will support our student achievement goal to increase the number of students attaining proficiency in both ELA and Math by 10% as measured by the California Standards Test by June, 2014.

|                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Survey results, attendance records, disciplinary records                                                                                                                | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Our attendance rate regularly falls below the district goal of 95%. Disciplinary records show a steady decline in disciplinary incidents. |
| <b>Who are the focus students and what is the expected growth?</b><br>Focus Students: All<br>Expected Growth: Increased parent involvement, A positive school climate, Increased Attendance, Decrease in behavioral incidents                            | <b>What data will be collected to measure student achievement?</b><br>Test scores, attendance reports, discipline reports                                                                                               |
| <b>What process will you use to monitor and evaluate the data?</b><br>We will regularly monitor and analyze parent involvement, attendance, disciplinary, and student achievement data. We will make necessary adjustments in response to data analysis. | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>Create a positive school climate and increase parent involvement.                                                                 |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                              | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b>                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1 Continue to keep the school community informed about school and classroom activities and school related functions and meetings.                                        | Our School Messenger auto-dialing system was used on a weekly basis keeping parents informed of school events, activities, and meetings. Parent participation and attendance in school events is markedly improved when the messenger system is used. |
| 2.2 Provide Opportunities for parents to become actively involved in their child's education by becoming school/classroom volunteers.                                      | Our Title I Parent Involvement dollars funded the fingerprinting fees for 4 parents this year who otherwise would not have been able to participate at school.                                                                                        |
| 2.3 Facilitate parent workshops and curriculum nights, which will provide parents with strategies to incorporate at home to support students in building academic success. | Three parent nights were provided this school year. Each event was attended by over 50% of our families.                                                                                                                                              |

## **SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2013-14**

School: Foothill Intermediate School

Principal: Kathleen Hansen

### **School Site Council Certification**

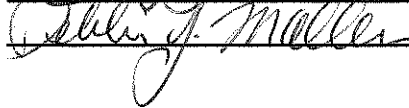
The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on .

Principal's Signature:



SSC Chair Signature:



**GOAL #3**

|                                                                        |                                                                             |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| What data did you use to form this goal (findings from data analysis)? | What did the analysis of the data reveal that led you to this goal?         |
| Who are the focus students and what is the expected growth?            | What data will be collected to measure student achievement?                 |
| What process will you use to monitor and evaluate the data?            | Actions to improve achievement to exit program improvement (if applicable). |

Please report progress in actions implemented this year:

|                                                      |                                                                                                                                                                                                                                                                             |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Actions To Be Taken To Reach This Goal</b></p> | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p> |
| 3.1                                                  |                                                                                                                                                                                                                                                                             |

GOAL #4

|                                                                        |                                                                             |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| What data did you use to form this goal (findings from data analysis)? | What did the analysis of the data reveal that led you to this goal?         |
| Who are the focus students and what is the expected growth?            | What data will be collected to measure student achievement?                 |
| What process will you use to monitor and evaluate the data?            | Actions to improve achievement to exit program improvement (if applicable). |

Please report progress in actions implemented this year:

|                                               |                                                                                                                                                                                                                                                                         |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Actions To Be Taken To Reach This Goal</p> | <p>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</p> <p>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p> |
| 4.1                                           |                                                                                                                                                                                                                                                                         |

**GOAL #5**

|                                                                        |                                                                             |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| What data did you use to form this goal (findings from data analysis)? | What did the analysis of the data reveal that led you to this goal?         |
| Who are the focus students and what is the expected growth?            | What data will be collected to measure student achievement?                 |
| What process will you use to monitor and evaluate the data?            | Actions to improve achievement to exit program improvement (if applicable). |

Please report progress in actions implemented this year:

|                                                      |                                                                                                                                                                                                                                                                             |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Actions To Be Taken To Reach This Goal</b></p> | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p> |
| 5.1                                                  |                                                                                                                                                                                                                                                                             |

**GOAL #6**

|                                                                        |                                                                             |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| What data did you use to form this goal (findings from data analysis)? | What did the analysis of the data reveal that led you to this goal?         |
| Who are the focus students and what is the expected growth?            | What data will be collected to measure student achievement?                 |
| What process will you use to monitor and evaluate the data?            | Actions to improve achievement to exit program improvement (if applicable). |

Please report progress in actions implemented this year:

|                                                      |                                                                                                                                                                                                                                                                             |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Actions To Be Taken To Reach This Goal</b></p> | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p> |
| 6.1                                                  |                                                                                                                                                                                                                                                                             |

## GOAL #1

Foothill School will increase the performance level of struggling learners by providing targeted, small group/individualized assistance and instruction in students' area(s) of academic need. Identified students will be provided supplemental instructional materials and resources, as well as supplemental learning experiences (which may occur outside the regular classroom setting).

|                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Diagnostic assessments, district benchmarks, teacher assessments and standardized testing results.                                                                                                                              | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Approximately 30% of students are not yet reaching proficient status in ELA and math as measured by the California Standards Test.                                                                                                                    |
| <b>Who are the focus students and what is the expected growth?</b><br>Focus students will be students currently reporting a performance level of Basic, Below Basic and Far below Basic as measured by the California Standards Test. Our goal is to increase the number of students reaching proficiency by 3%. | <b>What data will be collected to measure student achievement?</b><br>Diagnostic assessments, district benchmarks, teacher assessments and standardized testing results.                                                                                                                                                            |
| <b>What process will you use to monitor and evaluate the data?</b><br>Articulation days (Fridays) will be spent monitoring and evaluating benchmark data and teacher assessments. District support will aid in providing applicable data for analysis and evaluation.                                            | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>Specific focus will be placed on subgroups which have placed us in Program Improvement status. CST results will be shared with staff and each teacher will provide instructional goals and strategies for addressing this population's needs. |

Please report progress in actions implemented this year:

|                                               |                                                                                                                                                                                                                                                                     |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Actions To Be Taken To Reach This Goal</b> | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above. |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1.1 Students experiencing difficulty accessing the core curriculum will be provided supplemental instructional materials to enhance their academic performance. These materials will serve as a supplement to the district's adopted materials. Materials purchased are designed to target specific areas of a student's learning deficits and will help our low-performing students advance to levels of proficiency in each subject. Specifically:</p> <ul style="list-style-type: none"> <li>• Academic DVD's so that below-grade level readers can more easily access the academic content provided in grade level text books. (quantity to be determined based on teacher need)</li> <li>• Supplementary vocabulary books which assist in providing the necessary understanding of words and language found in core text books. (quantity will be based on student need)</li> <li>• Consumable workbooks aligned to the core curriculum provide students extra practice on the basic skills needed to access the core program. (quantity will be based on student need)</li> <li>• Instructional supplies such as hands-on manipulatives and Educational IPAD Apps. for math, ELA, science and social studies provide required assistance for students with visual processing and working memory challenges. (quantity will be based on student need)</li> <li>• Academic software which individualizes ELA and Math instruction for students and provides teachers with valuable assessment data.</li> </ul> | <p>Not all adopted curriculum adequately addresses each grade level's academic content standards in a way that meets every learner's needs.. Teachers identified standards and students which were in need of supplemental instructional materials. Expenditures for academic enhancements such as academic dvd's, noise-canceling headphones, vocabulary enrichment books, and software applications allowed teachers to supplement existing curriculum, thereby increasing proficiency levels on benchmarks and teacher made assessments. Because these materials worked in concert with other interventions/enhancements, it is not possible quantify them in isolation of others expenditures. Our most effective form of evaluation of these expenditures, comes from surveying our teachers. 100% of teachers reported that without these supplemental instructional materials, student achievement would be significantly compromised.</p> |

| <p><b>Actions To Be Taken To Reach This Goal</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p>1.2 ALEKS math software provides students individualized math tutorials, in a math lab setting. The tutorials supplement direct instruction and intervention from the teacher. ALEKS is specifically designed to target areas of deficit in computations, problem-solving and math facts. An online account will be purchased for each student. Students receiving an account will be identified based on latest CST score, classroom grades and benchmark assessments. In 2013-14 we will purchase up to 60 licences, as needed.</p> <p>Parents are provided information and access to their child's online ALEKS account so that practice and progress can be monitored at home.</p> | <p>Students struggling in math participated in a math intervention lab using software to improve math performance. The intervention occurred during an elective built into the master schedule. The class was small, as many students also were in need of a Soc. St./Sci intervention elective. (Students could only take one elective.)</p> <p>A random sampling of math intervention students helped us determine whether or not the expenditure for ALEKS math software was meeting the needs of students. It should be noted that in addition to students using the intervention program online, having this software allowed students to work independently while the teacher pulled students for 1:1 re-teaching of concepts. Data was collected on all students showing pre and post intervention results. A random sampling of grade level standards mastered was selected for the purpose of this report:</p> <p>8th Grade:<br/> Ellie B. 13% - 63%<br/> Chase G. 27% - 65%<br/> Mason S. 18% - 33%<br/> Cody O. 14% - 24%</p> <p>7th Grade:<br/> Summer B. 5% - 33%<br/> Alexis C. 11% - 42%<br/> Devin D. 10% - 63%<br/> Carissa E. 9% - 28%<br/> Eli P. 2% - 28%<br/> Reese P. 7% - 41%</p> |
| <p>1.3 Accelerated Reader provides students opportunities and incentives to advance reading fluency and comprehension. Students are required to read books at their 'individual reading level' in an effort to promote a love of reading and enhanced reading comprehension. This program supplements the school's core reading program and serves as an intervention for struggling readers. One 'small schools' site licence will be purchased.</p> <p>Parents are provided reports with identified targeted skills mastered and areas of continued needed practice.</p>                                                                                                                | <p>A data-based evaluation of this expense was not possible. The teacher predominantly using Accelerated Reader for 8th grade went on leave from the classroom mid-year. The long-term substitute did not have the training or experience necessary to extract and collect the data needed to effectively analyze this expense. It is clear, however, that the AR program increased the number of books read by students. Research indicates that increased reading results in increasing fluency. To this end, we know that students' reading fluency was positively impacted by providing this supplemental support for students. Collecting more specific data of individual student achievement will be a priority for us next year.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p>1.4 Integration of technology supports and strengthens our school's current core academic program. This is critical for students for whom traditional 'paper/pencil' tasks have proven unsuccessful in maximizing their learning. Our school's reluctant and struggling learners perform at higher levels of achievement when they have access to a variety of learning tools. Technology is one such tool.</p> <p>We will provide technology supplies and components which complement and support the implementation of our district's adopted ELA and Math curriculum. We will ensure that every classroom has a SmartBoard, projector and laptop. Teachers will use this to provide interventions in customized, small group instruction to students performing below grade level. Elmos and iPads will provide similar opportunities.</p> <p>Access to a variety of technological tools will complement teaching strategies that are directed at differentiating instruction to ensure students move to proficient or advanced academic performance. It helps students learn in ways that support their unique learning styles. In addition, it supports instruction of Common Core Standards, enhances active student engagement, and develops the technology skills necessary for college and career readiness for ALL students. It will also provide access to CCC standards assessments, provide opportunities to learn keyboarding, internet research and online citizenship. Online collaboration groups using such platforms as Edmodo and Google Groups help students support one another in the learning process. These are all necessary skills and attributes of a college and career ready student. Parents also have access to their child's online study groups and our encouraged to participate in their child's learning by way of this technology.</p> <p>Effective implementation of our school's technology requires ongoing professional development, support and coordination. Extra duty hours will be assigned to a teacher for this purpose. Staff will be trained at articulation days, as well as in 1:1 settings. The teacher will also be responsible for ensuring that all technological supports maximize the learning opportunities for our struggling learners.</p> | <p>Maximizing the use of technology to promote and support success for struggling learners remains an area of focus for our school. Because technology is such an integrated and multi-faceted enhancement to our school's core program, it is difficult to isolate and identify any one single effort that has resulted in improved student achievement. Perhaps the best indicator of effectiveness of expenditures for technology at our school is to ask teachers. A survey was conducted which asked teachers to rate their response to the following question: "Based on your observation and classroom assessments (for our below basic students), how effective have our expenditure of categorical allocations been in closing the achievement gap. (Rate 1 - 5)</p> <p>96% of teachers rated this expenditure highly effective (a score of 5). 4% rated it effective (a score of 4).</p> <p>Technology requires ongoing support and professional development to maximize its effectiveness. Teachers and students benefitted from having an onsite teacher serve as a technology coordinator (outside of his regular workday). The value of this expense can be measured in how frequently support and/or training was needed. Teachers and students used 28 hours of this support over the course of the 2013-2014 school year.</p> |
| <p>1.5 Professional development training for certificated staff to advance their learning in the areas of CCC standards and technology. Professional development will also center on research-based strategies for creating positive and productive learning environments for students, as well as effective instructional strategies. Teachers will be expected to share new learnings with other teachers upon completion.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Our focus this year was professional development in the area of Common Core Standards and technology. As technology increases in the classroom, teachers require ongoing training so that they can maximize their use of these tools to promote the transition to the CC. This year, one teacher leader attended the CUE conference and, along with the administrator, has provided additional inservice training to 10 other teachers. Teachers report feeling prepared to begin initial implementation of CC with the use of technology to do so.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| 1.6 Organizational planners which support student success through effective organization of class notes, homework, assignments, test dates, etc.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | \$550 was spent for purchasing academic planners for every student. Teachers report that students improved organizational skills with the use of planners, thereby helping improve work completion and learning. Teachers of intervention classes used the planners to aid struggling learners with executive functioning skills, which in turn improved classroom performance. Note: It is difficult to evaluate this item in isolation of other supports we have had in place.                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 1.7 Classified and additional certificated (substitutes) staffing costs which provide support to the regular classroom teacher so that focus-students are provided small group, direct instruction, intervention and support during the regular instructional day.<br><br>Our ELA classes will be supported by a Literacy Resource Technician (LRT) The technician's primary responsibility will be to provide a structure whereby struggling learners receive extra assistance each week from the classroom teacher. In addition, the LRT will assist students in the following ways: reading to students, assisting with appropriate library book selections, assisting students develop research skills, supporting ELA Common Core standards instruction, monitoring student progress on Accelerated Reader (and providing reports to teachers), and providing technology support.                    | Perhaps the most profound evidence of the effectiveness of these supports is to provide a sampling of actual student data showing pre-and post testing results. Three methods of intervention were used: small group pull out instruction, small group in class instruction and 1:1 LRT tutoring. Data was collected on all students showing pre and post intervention results. A random sampling was selected for the purpose of this report:<br><br>ELA - Writing<br>Matt M. 73% - 78%<br>Logan C. 70% - 80%<br>Jacob H. 68% - 78%<br>Michaela O. 85% - 88%<br>Kylie K. 85% - 80%<br>Andrea V. 78% - 80%<br>Alexis C. 68% - 83%<br><br>ELA - Vocabulary<br>Carissa E. 58% - 70%<br>Lexi C. 58% - 70%<br>Raina H. 58% - 80%<br>Devin D. 55% - 88%<br>Eli P. 60% - 80%                                                                                                                                                       |
| 1.8 Extend and enhance the library's learning environment by providing resources to students, staff and parents in the areas of technology, research-project materials, and books which complement the core academic program. A wide variety of literary genres, including informational texts, will be available to students. Novels and academic periodicals promote greater opportunities to practice fluency and comprehension with literature and informational text.<br><br>Our library's software data base will be upgraded to accommodate the demand for Common Core's rigorous ELA standards. The volume of reading and research required by the new standards will provide a challenge for the school's current, outdated software system. Greater numbers of students will be accessing the library throughout their day as we move to implement literacy standards across all subject areas. | This was a large expense for our school this year. While we had a library full of books, the site council felt strongly that it was in need of a major upgrade in terms of relevant and high-interest titles. Site Council also voted to expand and upgrade technology in the library. Being able to evaluate and quantify our Title I expenditures in providing enhanced technology and books in our school library is difficult. It can be stated, however, that these resources were accessed by 100% of the student body over the course of the year. A review of books checked out during 2013-2014 showed a 35% increase in our library's circulation. Another measure of this expenditure's effectiveness can be realized by simply observing the number of students in the library during recess and lunch. Upon making these expenditures this year, our library has seen a dramatic increase in 'student traffic'. |

| Actions To Be Taken To Reach This Goal                                                                                                                                          | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| 1.9 English Language Learner program will be enhanced through the use of computers, EL learning software/apps, small-group instruction and supplemental curriculum and supplies | 3% of our student body is designated as ELL. Our EIA-LEP allocation to is spent providing a supplemental service agreement for a ELL coordinator. Her role ensures all services and supports are in place for our eight ELL students. Each of these students is intergrated into the support system listed in item 1.6 above. It is therefore difficult to isolate the specific benefits of this expenditure as it relates to the students' achievement. Of note, all ELL students receiving the supports mentioned in 1.6 showed improvement, as did their EO counterparts. In addition, \$700 was spent purchasing literature for the classroom and the library that is specifically targeted to pique the interest levels of our ELL students |
| 1.10 Provide after school tutoring in the areas of Language Arts and Mathematics, Science & Social Science                                                                      | Our after school tutoring program was not as robust this year as it was last year. The main reason had to do with competing obligations for teachers' time. Many served as coaches, one attended school for a masters degree, another served as ASB advisor, etc. We plan to keep this expense in our SP5A next year, however, as part of our schoolwide support system for struggling students.                                                                                                                                                                                                                                                                                                                                                 |

## GOAL #2

All students will learn in an environment that is safe, healthy and conducive to maximum levels of academic achievement. Students can not reach maximum levels of achievement where drugs, bullying, unhealthy life styles and/or poor attendance exist. Recognition of and support for students' academic, behavioral and school attendance accomplishments will be increased. Supplemental instructional assemblies, as well as parent involvement and communication strategies will be expanded. Each of these are critical components to ensuring this goal is achieved.

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| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Suspensions, expulsions, disciplinary referrals and truancy notices.                                                                                           | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Disciplinary action for Foothill students exceeded that of other like schools in the district.                                                         |
| <b>Who are the focus students and what is the expected growth?</b><br>The focus for this goal will be on all students, with particular emphasis on struggling learners and on students whose disciplinary actions result in missed instruction. | <b>What data will be collected to measure student achievement?</b><br>A minimum of decrease of 5% in suspensions and expulsions. A minimum increase of 5% in attendance.                                                             |
| <b>What process will you use to monitor and evaluate the data?</b><br>Monthly analysis of student disciplinary actions. Monthly analysis of academic progress as measured by district benchmarks and progress reports.                          | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>Students who fall into the subgroups that have resulted in our Program Improvement status will be identified and given preferential attention. |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                      |
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| 2.1                                           | Copiers in a Title 1 school wide school provide expanded options to introduce and reinforce concepts outlined in pages of the core textbooks. Teachers utilize copiers to prepare hands-on applications and complimentary resources creating a differentiated learning environment. The purchase allows for the introduction of multiple methods to reach students. Students who are not able to grasp concepts through the textbook alone will have additional exposures to increase student comprehension and move students toward mastery. Supplemental instructional aids are critical when site goals are focused on closing the achievement gap. Intervention programs/opportunities available at our school include support for math, ELA, Science and Social Studies. Each requires supplemental materials to be copied on a daily basis. | Not all adopted curriculum adequately addresses each grade level's academic content standards. Teachers identified standards which were in need of supplemental instructional programs. Emphasis was placed on materials for struggling learners. Teachers report that this assists in closing the achievement gap. Because this expenditure worked in concert with other interventions/enhancements, it is not possible quantify its effectiveness in isolation of others expenditures. |
| 2.2                                           | Student recognition for making advancements in their academic achievements. Academic monitoring and motivation programs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Student recognition plays a big role in our continuous improvement efforts. The cost of awards, certificates, etc. occurs in concert with other interventions/enhancements aimed at improving student achievement. It is not possible quantify its specific effectiveness in isolation of others expenditures. It can be said, however, that students are more likely to set goals and work hard when they are recognized for their accomplishments.                                     |
| 2.3                                           | Instructional assemblies which enhance student learning and awareness as it relates to safe and conducive learning environments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Categorical funds were not allocated to this action items. Instead, our school was fortunate to receive free services and learning opportunities from local agencies.                                                                                                                                                                                                                                                                                                                    |

| <p><b>Actions To Be Taken To Reach This Goal</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p>                                                                                                                                                                                                                                                                                                                 |
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| <p>2.4 Parent partnerships and communication will be increased for the purpose of enhancing and supporting student achievement. Parent outreach efforts which promote higher levels of parent involvement on campus implemented. Efforts will include: newsletters, automated School Messenger, site council presentations, student achievement updates, and parent surveys. A light snack and a drink may be provided for parents at the meetings they attend.</p> | <p>It is not possible to specifically identify how much our communications with parents has resulted in increased student achievement. Teachers report that there is a direct correlation in our school's Parent Involvement practices and the success of students in the classroom. Our focus this year was to target parents of students who had low or failing grade. One measurement that shows the benefit of this expenditure is the increased percentage of graduates Foothill had. With our targeted parent outreach, we increased the percentage of graduates from 75% to 88%.</p> |

## SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2013-14

School: Anna McKenney Intermediate School

Principal: Shevaun Mathews

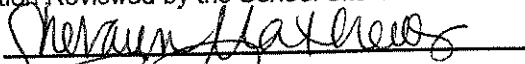
### School Site Council Certification

The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

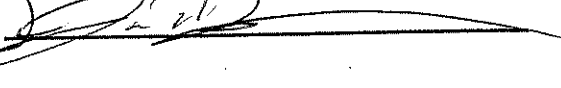
Annual Program Evaluation Reviewed by the School Site Council on May 21, 2013.

June 4, 2014

Principal's Signature:



SSC Chair Signature:



# GOAL #1

Student Proficiency Levels on District and State Assessments in English Language Arts, Mathematics, Science, Social Science, and Physical Education will increase.

|                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p><b>What data did you use to form this goal (findings from data analysis)?</b><br/> District Benchmark Data as progress indicators<br/> California Standardized Test (CST)—All subgroups are below the State Proficiency Level<br/> Academic Performance Indicator (API)— 805<br/> Adequate Yearly Progress (AYP)— English Learners did not meet AYP in ELA or Math.<br/> State Physical Fitness Test (PFT)</p> | <p><b>What did the analysis of the data reveal that led you to this goal?</b><br/> Schoolwide and all subgroups are below the State prescribed percent of proficient students in ELA and math. State goals were ELA 78.4% and math 79% proficient.<br/><br/> McKenney Schoolwide percent proficient were:<br/> ELA : 6th grade 59%; 7th grade 51%; 8th grade 57%<br/> Math: 6th grade 64%; 7th grade 58%; 8th grade general math 9%; 8th grade Algebra 56%</p>                                                                                            |
| <p><b>Who are the focus students and what is the expected growth?</b><br/> <b>ELA</b><br/> Schoolwide<br/> English Learners<br/> Students with Disabilities<br/> Socioeconomic</p> <p><b>Math</b><br/> each grade level a 5% growth in ELA and Math<br/> 7% growth<br/> not a significant subgroup, but focus on a 3% growth<br/> 5% growth</p>                                                                   | <p><b>What data will be collected to measure student achievement?</b><br/> District Benchmark scores and Program Assessments will be used as progress monitoring data.<br/> API— overall schoolwide growth indicator will be used as progress indicator towards goal<br/> CST data will be used as final indicator of success of goal</p>                                                                                                                                                                                                                 |
| <p><b>What process will you use to monitor and evaluate the data?</b><br/> District Benchmark scores and Program Assessments will be used as progress monitoring data.<br/> API— overall schoolwide growth indicator will be used as progress indicator towards goal<br/> CST data will be used as final indicator of success of goal</p>                                                                         | <p><b>Actions to improve achievement to exit program improvement (if applicable).</b><br/> Schoolwide Vision and Mission focusProfessional Development in data analysis and data driven effective teaching practices, on-going progress monitoring. Implementation of California State Common Core Standards<br/> Highly Effective Staff members-- collaboration, yearly goals, walk-throughs, observations, &amp; evaluations<br/> Proactively academically focused through:<br/> Support Services<br/> Collaboration with and education of families</p> |

Please report progress in actions implemented this year:

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| <p><b>Actions To Be Taken To Reach This Goal</b></p> | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/> Include specific expenditures and report student achievement outcomes based on measurements noted above.</p> |
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| Actions To Be Taken To Reach This Goal | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| 1.1 Student Support Personnel          | <p>Student Services Coordinator: Coordinated support personnel to provide support services for students. Student Services Coordinator facilitates benchmark assessment implementation and analysis, however this year transitioning to Common Core, there has also been a transition in development of appropriate formative and summative assessments.</p> <p>The Educational Talent Search and Bringing Up Grades programs were successfully implemented.</p> <p>Counselor: Provided individual and group setting intervention. Student groups addressing bullying and social skills development were included given the numbers of bullying situations indicating a need. Students were monitored academically with a focus on supporting students through planning and monitoring to attain a minimum of 2.0 GPA. Staff was supported during three Professional Development in-service training on student home life and academic progress. Supported students in the classroom with goal development and preparing for life in High School and beyond. Co-planned parent education afternoons on Gang Awareness, Common Core as it relates to students and parents, and preparation for high school.</p> <p>Literacy Resource Technicians: Provided time in the library during school and at breaks. They supported students with classroom assignments, research, and book selection. This position will continue to be imperative given the Common Core focus on literacy skills.</p> <p>Bilingual Elementary Student Support: Provided direct intervention and support to English Language Learner students in the classroom. Student academic and language data was evaluated and individual student plans were developed to support student growth. Parents, students, and staff were key stakeholders in the development and communication of the plans. Thirteen students were re-classified as R-FEP this year. This is the highest amount of students re-designated to this status in recent years. Provided parent information session on what Common Core is and how it relates to parents and students.</p> |
| 1.2 Professional Development           | <p>Substitutes were brought in to provide release time for teacher to collaborate about student data and specific content area needs including effective teaching practices. They also allowed time for teachers to observe in other classrooms to build on effective teaching practices.</p> <p>This year there was tremendous amount of professional development related to Common Core implementation by grade level and content area such as mathematics, English Language Arts, technology (CUE), and career and technical subjects, science, social science and special education.</p> <p>Strength Finder training was provided to all teachers. This is the second year of training with the Strength Finder and Youth Development Network. This professional development supports teachers in using their own personal strengths to support students.</p> <p>Staff also participated in professional development addressing student learning and how it is affected by stress.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 1.3 Student Intervention               | <p>Though there was not a goal created for the 2013-2014 plan, there is a need and will be addressed in next year's plan.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

| <p><b>Actions To Be Taken To Reach This Goal</b></p>                    | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b></p> <p>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p>1.4 Supplemental Materials, Curriculum, Supplies, and Technology</p> | <p>Maintenance Contracts for copiers were used to support supplemental materials in ELA and math. Technology Purchased materials included: iPads and carts, LCD projectors, printers, Smart responders, laptops, and chromebooks. These were used as a teaching component which augments and creates engaging lessons and provides a format for interactive structured student practice in the classroom. Applications from educational sites downloaded provided support to at risk students and English Language Learner students. All critical to effective student growth. A monitoring of how the technology is being used in the classroom will be a focus for future Professional Development opportunities.</p> |

## GOAL #2

All students will be in a learning environment that is safe, supportive, and conducive to academic achievement and supported by all educational stakeholders.

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| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Student Suspensions<br>Student Expulsions<br>Student Referrals<br>Student Attendance                                                                                    | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Student Suspensions at 251 days in 2011<br>Student Expulsions at 0 students in 2012<br>Student Referrals at 141 incidences<br>Student Attendance at 96.5 %                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Who are the focus students and what is the expected growth?</b><br>Students with behavioral concerns:<br>Suspensions-- decrease 2%<br>Expulsions-- remain constant at 0%<br>Referrals-- decrease 5%<br><br>All Students:<br>Attendance-- increase .5% | <b>What data will be collected to measure student achievement?</b><br>Student Suspensions<br>Student Expulsions<br>Student Referrals<br>Student Attendance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>What process will you use to monitor and evaluate the data?</b><br>Each progress and quarter time period data will be evaluated to determine progress towards goals.                                                                                  | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>Implement increased intervention programs to support students in a preventative manner: anger management. In-house, bullying prevention, social skills development class, counseling, alternatives to suspensions. Opportunity class was implemented on Fridays in lieu of suspension. Students had an opportunity to reflect on their behavior while working on academics.<br><br>Develop positive programs to encourage students success: leadership, electives, reward programs, activities. This will need to be developed and refined further in the next year to have maximum impact on all at risk learners. |

Please report progress in actions implemented this year:

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| <b>Actions To Be Taken To Reach This Goal</b> | <b>Evaluation Of Research-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above. |
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| Actions To Be Taken To Reach This Goal          | Evaluation Of Researched-Based Activities To Determine if Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| 2.1 Student Support Personnel                   | <p>PASS Officer: provided social, educational, and personal support to students and families which impacted academic learning success. Evaluation of discipline data shows the following:</p> <p>Days of Suspension: 197<br/> Number of Suspension Incidences: 73<br/> Number of Students suspended: 54<br/> Number of Expulsions: 1<br/> Attendance percentage: 96.1% (A drop)<br/> Number of discipline incidents reported for 2013-2014: 1005 (2012-13: 868, 2011-12:1072)</p> <p>Intervention Support Classroom, which are called Opportunity Class were held each Friday from 1:00-4:00 p.m. Students were assigned this intervention as a method of holding students accountable for their actions while keeping them in school and completing assignments.</p>                                    |
| 2.2 Positive Recognition Materials and Supplies | <p>Student awards for attendance, character development, and academic achievement were awarded quarterly, along with systematic and periodic awards for "Caught Being Good". Further development of positive academic and behavioral incentives and rewards need to be explored for the next year.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 2.3 Parent Involvement                          | <p>Mass Auto Dialer System allowed for our school site to communicate with parents by keeping them informed of important information. At the middle school level this is very important since many students do not make it home with notices.</p> <p>Fingerprinting for parent volunteers. This service was provided to parents who were interested in volunteering on campus or for field trips.</p> <p>Back-To-School night included a BBQ and supplies were purchased for this event.</p> <p>Parent training afternoons were held, and will continue to be provided next year on topics such as, Common Core, AERIES parent portal access, transition to high school, gang awareness, cyber bullying and internet safety, supporting students academically, preparing for High School and Beyond.</p> |

## **SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2013-14**

School: Yuba Gardens Intermediate School

Principal: Kari Ylst

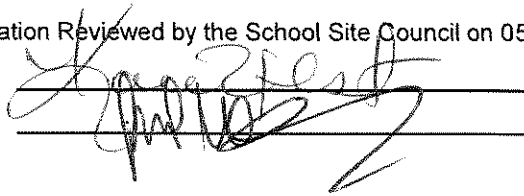
### **School Site Council Certification**

The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on 05/04/2014.

Principal's Signature:

SSC Chair Signature:

The image shows two handwritten signatures in black ink. The first signature, for the Principal, is written over a horizontal line. The second signature, for the SSC Chair, is written over another horizontal line. Both signatures are stylized and cursive.

## GOAL #1

Increase the number of proficient students on benchmarks by 10% in ELA, CCSS 7th and CCSS 8th and Algebra

|                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>API, AYP, CELDT and Average Benchmark DATA                                                                                                                                                                                                                                                  | <b>What did the analysis of the data reveal that led you to this goal?</b><br>There has been an increase in API of 30 points from 07/08-11/12. In 12/13 Yuba Gardens did meet their expected API growth target. For the 11/12 school year 1 of the twelve targets were met for AYP. CELDT scores indicate that 73 of 156 EL students made one year or more growth on the CELDT. |
| <b>Who are the focus students and what is the expected growth?</b><br>General Student Population                                                                                                                                                                                                                                                                             | <b>What data will be collected to measure student achievement?</b><br>API, AYP, CELDT and Average Benchmark DATA                                                                                                                                                                                                                                                                |
| <b>What process will you use to monitor and evaluate the data?</b><br>Data will be monitored and evaluated during teacher collaboration days each Friday, monthly meetings with the EL coordinator, and monthly meetings with Content Facilitators. Data will also be reviewed during monthly Site Council meetings to determine if resources are being spent appropriately. | <b>Actions to improve achievement to exit program improvement (if applicable).</b>                                                                                                                                                                                                                                                                                              |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                                                                                                                                    | <b>Evaluation Of Research-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1 Providing one 6 hour Literacy Resource Technician position to allow the library to be accessible to all students, including low socio-economic/EL and SPED students, allowing students to increase their reading and fluency skills, as well as research academic standards. | Circulation in the library has increased by 320%. During the 12/13 school year, 5,211 books were checked out of the library. During the 13/14 school year, 16, 098 books were checked out of the library. The Literacy Resource Technician has the library open at all times, including lunch and break, to help students increase their reading and fluency skills.                                                                                                       |
| 1.2 Tutoring based upon curriculum and benchmark assessments for low Socio/EL/Sped students                                                                                                                                                                                      | Tutoring is offered Monday through Thursday in Math, English, Science and History. An average of 15 students attend tutoring on Monday. An average of 20-30 students attend on Tuesday. An Average of 30-50 students attend tutoring on Wednesday and/or Thursday.                                                                                                                                                                                                         |
| 1.3 Technology Support for teachers to help support student use of technology.                                                                                                                                                                                                   | YG opened a third full computer lab and added an IPAD cart of 30. 95% of our students experienced taking the new Smarter Balanced assessment. Teachers all received individual help in regards to using technology to have students practice taking the Smarter Balanced practice tests. Two teachers were sent to the CUE conference this year to further facilitate a better understanding among our staff of how technology can advance student achievement/engagement. |
| 1.4 Content Facilitators -- plan and facilitate collaboration, and assist with implementation of initiatives, lesson development and professional development.                                                                                                                   | The implementation of the CCSS was the main initiative of the Content Facilitators this year, as our staff worked with new standards and no new curriculum.<br><br>Content Facilitators - plan and facilitate collaboration, and assist with implementation of initiatives, lesson development and professional development. Focused collaboration is evident in agendas that are created, teacher participation and meeting notes.                                        |

| <p style="text-align: center;"><b>Actions To Be Taken To Reach This Goal</b></p> |                                                                                                                                                                               | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b></p> <p>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p>                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.5                                                                              | ELD Intervention Curriculum/Materials, in addition to the core program, to help English Learners acquire the English Language                                                 | 23 students were reclassified during the 13/14 school year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 1.6                                                                              | Maintenance contracts for the school copiers and RISO machines to produce enhancement pieces to the core curriculum.                                                          | The district policy on photocopiers, which was developed with input and collaboration from all site principals, allows 90% of a secondary photocopier located in a teacher workroom to be funded from categorical programs. Only 25% of an office copier costs can be charged to categorical programs to provide enhanced school to home communications. Copiers provide expanded options to introduce and reinforce concepts outlined in pages of core textbooks. Teachers utilize copiers to prepare hands on applications and complimentary resources creating a differentiated learning environment. |
| 1.7                                                                              | Supplemental/complementary supplies and materials for to help reach academic goals.                                                                                           | ALEKS/CPM were purchased this year to enhance the math curriculum and support the implementation of the CCSS.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 1.8                                                                              | Observe and implement successful strategies from other teachers, collaborate, determine correct student placement using data, discuss and implement successful strategies.    | SCOE was not utilized this year by YG due to district professional development offerings.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 1.9                                                                              | Student Agendas - today's learner must be engaged actively and independently in the learning process, with students taught to assume a gradual increase of responsibility.    | Student agendas are utilized by the students each class period. Agenda checks are completed during Advisory and throughout all other classes.                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 1.10                                                                             | Destiny library software allows the library's reach to extend beyond the library walls and opens pathways for curriculum collaboration to broaden the educational experience. | Circulation in the library has increased by 320%. During the 12/13 school year, 5,211 books were checked out of the library. During the 13/14 school year, 16, 098 books were checked out of the library.                                                                                                                                                                                                                                                                                                                                                                                                |

## GOAL #2

Goal #1 was continued to this section due to number of actions.

|                                                                                                                          |                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>This page is a continuation of Goal #1. | <b>What did the analysis of the data reveal that led you to this goal?</b>         |
| <b>Who are the focus students and what is the expected growth?</b>                                                       | <b>What data will be collected to measure student achievement?</b>                 |
| <b>What process will you use to monitor and evaluate the data?</b>                                                       | <b>Actions to improve achievement to exit program improvement (if applicable).</b> |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p>2.1 Secure an additional 2 days a week of School Psychologists time to provide direct services to school site teams and individual groups of student to maximize student learning and achievement based on individual learning differences and best teaching practices. Assist school intervention teams in designing effective strategies to enhance instruction. Provides ongoing consultation to both general and special education teachers regarding best instructional practices for academic, social, and behavioral growth. Provides primary and early intervention services, social skills training, friendship/support groups, violence prevention, anger and stress management training. Assists site staff development as it relates to effective instructional techniques and practices for at-risk students.</p> <p>2.3 Training for teachers to support needs of educationally disadvantaged students. Including the 11th Annual PBIS conference. The TA Center on Positive Behavioral Interventions and Supports has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.</p> | <p>The school psychologist meets with students for group counseling services; 9-11 students participate monthly. The school psychologist also runs a group during lunchtime for 5 additional students. Data shows that our school psychologist meets with 3-4 teachers daily to provide direct support to teachers to help maximize student learning.</p> <p>Teachers attended the PBIS National Conference, CUE, PBIS Placer County, ERWC and the Next Generation Assessment Series to help with integration of technology in the classroom and the implementation of CCSS. PBIS was attended to help maintain our second year of implementation of the program here at YG.</p> |
| 2.4 Accelerated Reading program to support reading, decoding, fluency and building vocabulary.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 98% of our students are participating in AR. Circulation has increased by 320%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

| <p><b>Actions To Be Taken To Reach This Goal</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p>                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>2.5 Continued integration of technology (Smart Boards, IPAD's, Elmo's, student use computers, IPAD Apps, Smartboard installation), that support the core curriculum/state standards.</p> <p>EL students can benefit from the use of IPADS as they allow for a high level of engagement and allow students to practice concepts visually as well as orally repetitively. Applications that are helpful for EL learners engage students in practice with vocabulary, verb tenses, technology standards, literature projects, poetry, e-books, writing, math/science concepts and word webs. IPADS can also be used as whiteboards to check for understanding.</p> <p>Cameras will be used to support EL students in writing, enhancement of tech skills and the development of a variety of performance tasks. EL students need a broad range of input to support their language development, and the ability to create a digital story which includes photos and text will give them the support they need to compete a complex project. As the Common Core Standards become the way we teach, the creation of projects and presentations with the classroom IPads will be supported by the use of student photography.</p> | <p>The purchase of IPADS and student computers helped students to benefit from a higher level of engagement and allowed students to practice concepts visually as well as orally. Applications engage student in practice with vocabulary, verb tenses, technology standards, literature projects, poetry, e-books, writing, math/science concepts and word webs. IPADS can also be used as whiteboards to check for understanding.</p>               |
| <p>2.6 CPM Math Materials - CCSS Mathematical Practices to help with the implementation of the new standards.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>CPM has been a great introduction to exploring math concepts with the common core approach. CPM gave the students a different way to look at problem solving. Students learned different strategies to solve compound word problems with a guess and check table. Students struggled with expanding their thinking and the depth of knowledge concept. Teachers report that CPM helped them to start thinking more like a common core teacher.</p> |
| <p>2.7 ALEKS Math Intervention Materials - Assessment and Learning in Knowledge Spaces is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice questions. A student who shows a high level of mastery of an ALEKS course will be successful in the actual course she is taking.</p> <p>ALEKS also provides the advantages of one-on-one instruction, 24/7, from virtually any Web-based computer for a fraction of the cost of a human tutor.</p>                                                                                                                                                                                                                                                                                                                         | <p>Due to issues with the YG wireless web system and the late arrival of ALEKS, this program will not be fully utilized until the start of the 14/15 school year. Subscriptions remain in place.</p>                                                                                                                                                                                                                                                  |

**GOAL #3**

Reduce student referrals and suspension days by an additional 20% for the 2013/2014 school year.

|                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Attendance and Discipline STATS                                                                        | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Data reveals that suspension days were down an average of 1% from 11/12-12/13. Students have been absent 35 days less during the 12/13 school year as compared with 11/12. In 11/12 there were 21 contracts and 12 expulsions during 12/13 there were 3 contracts and 12 expulsions. |
| <b>Who are the focus students and what is the expected growth?</b><br>Focus students are the students receiving referrals. Expected growth includes less days outside of the classroom. | <b>What data will be collected to measure student achievement?</b><br>Attendance and Discipline STATS                                                                                                                                                                                                                                                              |
| <b>What process will you use to monitor and evaluate the data?</b><br>Monthly intervention team meetings and the 2nd year implementation of the PRIDE (PBIS) program.                   | <b>Actions to improve achievement to exit program improvement (if applicable).</b>                                                                                                                                                                                                                                                                                 |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                                                                                                                                                                                          | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.1 Student Services Coordinator – Using benchmark and interim testing data, determine at risk and low performing student needs and coordinate support personnel in creating targeted interventions. The student services coordinators will coordinate student services with each other, the PASS officer and the school psychologist. | Using testing data and grades the Student Services Coordinator determines students that are at risk or low performing. The Coordinator then meets with support personnel to create targeted interventions for these students.<br><br>2012-2013 10% decrease in suspensions, 50% decrease in Expulsions. 2013-2014 757 days of suspension 15 expulsions<br><br>25 referrals for bullying from 21 students. 103 referrals for fighting/physical aggression from 79 students. 266 referrals from 104 students for major disruption and defiance. 116 days of in-house suspension from 83 students. Given 66 top notch awards. 150 students rewarded with reading incentives. 240 student rewarded with prizes on Blacktop Monday for receiving pride cards for positive behavior. 500 students rewarded each quarter for attendance, academics, and behavior |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Evaluation Of Research-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.2 PASS Officer – PASS officer works with students as well as mediating student conflict to increase student time in academic setting and increase school to home communication of student needs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Our PASS officer works with students as well as mediating student conflict to increase student time in their academic setting and increase school to home communication of student needs. Our PASS officer met with over five hundred students this year to help keep them in the classroom by remediating behavior, working with groups and providing community resources to students, staff and parents.</p> <p>2012-2013 10% decrease in suspensions, 50% decrease in Expulsions. 2013-2014 757 days of suspension 15 expulsions</p> <p>25 referrals for bullying from 21 students. 103 referrals for fighting/physical aggression from 79 students. 266 referrals from 104 students for major disruption and defiance. 116 days of in-house suspension from 83 students. Given 66 top notch awards. 150 students rewarded with reading incentives. 240 student rewarded with prizes on Blacktop Monday for receiving pride cards for positive behavior. 500 students rewarded each quarter for attendance, academics, and behavior</p> |
| 3.3 Student Support Specialists - Provide direct services to increase student achievement by supporting parent/teacher conferences and working with students and their families. Work with students on behavioral issues identified through classroom and social observations and meet with students to modify choices that will create academic success. Correspond with parents to encourage active parent involvement in education. Work with families to remove barriers to learning. Monitor progress of academic, attendance, and behavior goals. Review student transcripts and class schedules to identify potential cause for student's behavioral or academic concerns. Lead groups of students on issues such as bullying, choices, decision making, study skills, etc. Facilitate student recognition to motivate and inspire positive behavior and academic success. Assist classroom teachers with supplemental programs adopted to enhance the culture of achievement.           | <p>Student Support Specialists provide direct services to increase student achievement by supporting parent/teacher conference and working with students and their families to remediate academic issues. SSS's work with students to remediate behavioral issues identified by classroom teachers and social observations. The SSS's also correspond with parents to encourage active parent involvement in education, works with families to remove barriers to learning and monitor progress of academics, attendance and behavioral goals. Non promote percentages continue to decrease. We anticipate that YG will have less than 57 non promotes for the 13/14 school year.</p>                                                                                                                                                                                                                                                                                                                                                         |
| 3.5 Student Support Specialist (3.5 hour) - Provide direct services to increase student achievement by supporting parent/teacher conferences and working with students and their families. Work with students on behavioral issues identified through classroom and social observations and meet with students to modify choices that will create academic success. Correspond with parents to encourage active parent involvement in education. Work with families to remove barriers to learning. Monitor progress of academic, attendance, and behavior goals. Review student transcripts and class schedules to identify potential cause for student's behavioral or academic concerns. Lead groups of students on issues such as bullying, choices, decision making, study skills, etc. Facilitate student recognition to motivate and inspire positive behavior and academic success. Assist classroom teachers with supplemental programs adopted to enhance the culture of achievement. | <p>Student Support Specialists provide direct services to increase student achievement by supporting parent/teacher conference and working with students and their families to remediate academic issues. SSS's work with students to remediate behavioral issues identified by classroom teachers and social observations. The SSS's also correspond with parents to encourage active parent involvement in education, work with families to remove barriers to learning and monitor progress of academics, attendance and behavioral goals. Non promote percentages continue to decrease. We anticipate that YG will have less than 57 no promotes for the 13/14 school year.</p>                                                                                                                                                                                                                                                                                                                                                           |

#### GOAL #4

Increase parental involvement and community support. Decrease the non promote percentage by 20%.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>What data did you use to form this goal (findings from data analysis)?</b></p> <ul style="list-style-type: none"> <li>*Number of SST/Parent Teacher Conferences being held and the percentage of attendance by parents.</li> <li>*Number of parents/community members attending Site Council/ELAC/PTA meetings.</li> <li>*Number of parents/community members attending Back to School Night/Open House/Informational Evening Meetings.</li> </ul> | <p><b>What did the analysis of the data reveal that led you to this goal?</b></p> <p>There were 152 student/parent conferences and SST's (as of 5/1/13) during the 12/13 school year. There were 79 non - promoting students in 11/12, we anticipate 65 or less non promotes for the 12/13 school year.</p>                                                                                                                                   |
| <p><b>Who are the focus students and what is the expected growth?</b></p>                                                                                                                                                                                                                                                                                                                                                                                | <p><b>What data will be collected to measure student achievement?</b></p> <ul style="list-style-type: none"> <li>*Number of SST/Parent Teacher Conferences being held and the percentage of attendance by parents.</li> <li>*Number of parents/community members attending Site Council/ELAC/PTA meetings.</li> <li>*Number of parents/community members attending Back to School Night/Open House/Informational Evening Meetings.</li> </ul> |
| <p><b>What process will you use to monitor and evaluate the data?</b></p>                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Actions to improve achievement to exit program improvement (if applicable).</b></p>                                                                                                                                                                                                                                                                                                                                                     |

Please report progress in actions implemented this year:

| <p><b>Actions To Be Taken To Reach This Goal</b></p>                                                                                                                           | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b></p> <p>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p>                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>4.1 Increase school to home communication with use of School Messenger.</p>                                                                                                 | <p>School Messenger ws utilized more than three times monthly to help facilitate parent communication.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>4.2 Provide activities/mailings for parents to participate in such as Back to School Night, Open House, and evening presentations to support student academic progress.</p> | <p>School/Home communication helped to create a partnership between the school, students, parents and staff, with the goal of increasing student achievement for all students, including EL's and low socio-economic status students. Report cards, at risk letters, promotion information, ELAC notifications and School Site Council notifications were mailed home.</p> <p>Attendance at ELAC meetings increased by an average of 50% for the 13/14 school year.</p> <p>The Spring Festival/Open house, once again, had record attendance with several hundred students and families attending.</p> |

GOAL #5

|                                                                        |                                                                             |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| What data did you use to form this goal (findings from data analysis)? | What did the analysis of the data reveal that led you to this goal?         |
| Who are the focus students and what is the expected growth?            | What data will be collected to measure student achievement?                 |
| What process will you use to monitor and evaluate the data?            | Actions to improve achievement to exit program improvement (if applicable). |

Please report progress in actions implemented this year:

|                                                      |                                                                                                                                                                                                                                                                             |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Actions To Be Taken To Reach This Goal</b></p> | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p> |
| 5.1                                                  |                                                                                                                                                                                                                                                                             |

**GOAL #6**

|                                                                        |                                                                             |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| What data did you use to form this goal (findings from data analysis)? | What did the analysis of the data reveal that led you to this goal?         |
| Who are the focus students and what is the expected growth?            | What data will be collected to measure student achievement?                 |
| What process will you use to monitor and evaluate the data?            | Actions to improve achievement to exit program improvement (if applicable). |

Please report progress in actions implemented this year:

|                                                      |                                                                                                                                                                                                                                                                             |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Actions To Be Taken To Reach This Goal</b></p> | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p> |
| 6.1                                                  |                                                                                                                                                                                                                                                                             |

## **SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2013-14**

School: Lindhurst High School

Principal: Bob Eckardt

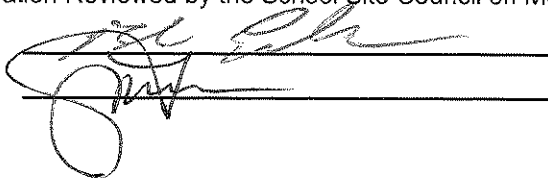
### **School Site Council Certification**

**The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])**

Annual Program Evaluation Reviewed by the School Site Council on May 8, 2014.

Principal's Signature:

SSC Chair Signature:

The image shows two handwritten signatures. The top signature is written over a horizontal line and appears to be 'Bob Eckardt'. The bottom signature is written over a horizontal line and is more stylized, possibly 'John Smith'. Both signatures are in black ink.

# GOAL #1

All students will reach high standards, at a minimum attaining proficiency or better for 89% of our students in English Language Arts

|                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>This goal is based on Lindhurst High School's mission statement as well as the established AMO's by the state and Federal governments.                                                                               | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Reviewing CST data and district benchmark data it was established that Lindhurst High School students have not yet attained the minimum AMO's set forth by the state and federal governments.                                                                                  |
| <b>Who are the focus students and what is the expected growth?</b><br>While all students are expected to achieve this goal our specific focus areas are our English Language Learners as well as our white non-socio economic students                                                                | <b>What data will be collected to measure student achievement?</b><br>Lindhurst High School will use both district benchmarks and California Standards Test to measure student achievement of this goal.                                                                                                                                                     |
| <b>What process will you use to monitor and evaluate the data?</b><br>Lindhurst High School will use both site based formative assessments and district benchmarks to review, monitor and plan for instructional strategies. PLC meetings will be scheduled through out the year to review this data. | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>Through professional development, articulation meetings to plan and evaluate and the use of supplemental materials, supplies and resources to further reach students Lindhurst High School expects to meet established AMO's and exit Program Improvement designation. |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                                                                                                          |  | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b>                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1 Professional Development training certificated and support staff. These trainings will provide more and new tools and strategies needed to keep up with the increasing levels of proficiency as required by NCLB.                                  |  | LHS sent teachers from almost every department to professional development. A large area of focus was English Learners as well as math. Through these trainings, new strategies were brought back and used not only in those classrooms but shared site wide among the departments. By looking at the D and F list it appears that these trainings were successful. |
| 1.2 In order to provide collaboration with teachers and maximize the learning environment during testing such as CAHSEE, STAR and Advanced placement, substitutes as well as teachers teaching during the prep time will be needed to accomplish this. |  | LHS continues to have collaboration time monthly. Many strategies and ideas were created and implemented. The most notable all revolved around using the supplemental technology in the classroom. We have just begun to tap the potential of the IPADs LHS has.                                                                                                    |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement                                                                                                               |
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| <p>1.3 In addition to district provided classroom materials and supplies, our intervention programs and method and teaching strategies require supplemental instructional materials and supplies. Currently our expenditures have increased our school to a rating of 5 out of 10 in terms of similar school in the state of California. This is an increase from 6 years ago when it was a 2.</p> <p>To provide a greater opportunity to have students work with technology and explore more real world resources and references in real time LHS will purchase computers for a drop in computer lab as well as two IPAD rolling labs.</p> | <p>The IPAD carts have started to become a very valuable resource. Prior to Wifi being available to our site the IPAD's use had been limited but with the addition of Wifi teachers are greatly expanded the supplemental lessons and instructional aides.</p> |
| <p>1.4 The site counsel for 2012/2013 approved summer school for the summer of 2013. Due to fiscal restrictions teachers paid for summer school in July must be paid out of the 2013/2014 carryover allocations</p>                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>We had 185 students attend summer school and the success rate of those students was 87%.</p>                                                                                                                                                                |
| <p>1.5 To increase student engagement and test scores in both Reading and Math/Sciences through the arts program, specifically the music program. Research shows that students who can read music have improved scores in both reading as well as stronger scores in math and science.</p>                                                                                                                                                                                                                                                                                                                                                  | <p>There has been enough time to gather quantifiable data as to the success of this expenditure but the quantifiable data indicates significant positive feedback and perceived potential by both students and staff.</p>                                      |

## GOAL #2

All students will reach high standards, at a minimum attaining proficiency or better for 89.1% of our students in Mathematics.

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| <b>What data did you use to form this goal (findings from data analysis)?</b><br>This goal is based on Lindhurst High School's mission statement as well as the established AMO's by the state and Federal governments.                                                                               | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Reviewing CST data and district benchmark data it was established that Lindhurst High School students have not yet attained the minimum AMO's set forth by the state and federal governments.                                                                                  |
| <b>Who are the focus students and what is the expected growth?</b><br>While all students are expected to achieve this goal our specific focus areas are our English Language Learners as well as our white non-socio economic students                                                                | <b>What data will be collected to measure student achievement?</b><br>Lindhurst High School will use both district benchmarks and California Standards Test to measure student achievement of this goal.                                                                                                                                                     |
| <b>What process will you use to monitor and evaluate the data?</b><br>Lindhurst High School will use both site based formative assessments and district benchmarks to review, monitor and plan for instructional strategies. PLC meetings will be scheduled through out the year to review this data. | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>Through professional development, articulation meetings to plan and evaluate and the use of supplemental materials, supplies and resources to further reach students Lindhurst High School expects to meet established AMO's and exit Program Improvement designation. |

Please report progress in actions implemented this year:

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| 2.1 Professional Development training certificated and support staff. These training will provide more and new tools and strategies needed to keep up with the increasing levels of proficiency as required by NCLB.                                                                                                                                                        | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.<br><br>LHS sent teachers from almost every department to professional development. A large area of focus was English Learners as well as math. Through these trainings, new strategies were brought back and used not only in those classrooms but shared site wide among the departments. By looking at the D and F list it appears that these trainings were successful. |
| 2.2 In order to provide collaboration with teachers and maximize the learning environment during testing such as CAHSEE, STAR and Advanced placement, substitutes as well as teachers teaching during the prep time will be needed to accomplish this.                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 2.2 In addition to district provided classroom materials and supplies, our intervention programs and method and teaching strategies require supplemental instructional materials and supplies. All of these items help enrich our instruction and help with our efforts to increase our state and federal gains in both API and AYP scores thus moving us out of PI status. | The IPAD carts have started to become a very valuable resource. Prior to Wifi being available to our site the IPAD's use had been limited but with the addition of Wifi teachers are greatly expanded the supplemental lessons and instructional aides.                                                                                                                                                                                                                                                                                                                                                                                        |
| 2.3 LHS will use monies to purchase an intervention program.                                                                                                                                                                                                                                                                                                                | With the purchase of the ALEK program, students failing Algebra classes has dropped by 25% in the second semester, thus showing favorable results.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

| Actions To Be Taken To Reach This Goal                                                                                                                                             | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement                                                                                                                                                                                                                                                                                                |
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| <p>2.4 To supplement our Algebra program in order to have material that is more aligned with the upcoming CCSS, LHS will purchase material from Carnegie to help achieve this.</p> | <p>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p> <p>The supplemental material, Carnegie, for the math department created many more opportunities for group and collaborative work within the math classrooms. What was noticed was that Exit Exam scores seems to have increased slightly and we have to receive some feedback from the Smarter Balanced field test in math.</p> |

### GOAL #3

Lindhurst High School will take step to reduce the education gap of our English Language Learner population

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| <b>What data did you use to form this goal (findings from data analysis)?</b><br>This goal is based on Lindhurst High School's mission statement as well as the established AMO's by the state and Federal governments.                                                                               | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Reviewing CST data and district benchmark data it was established that Lindhurst High School students have not yet attained the minimum AMO's set forth by the state and federal governments.                                                                                  |
| <b>Who are the focus students and what is the expected growth?</b><br>Students with the designation of English learners (LEP) and students who have been redesignated (RFEF)                                                                                                                          | <b>What data will be collected to measure student achievement?</b><br>Lindhurst High School will use both district benchmarks and California Standards Test to measure student achievement of this goal.                                                                                                                                                     |
| <b>What process will you use to monitor and evaluate the data?</b><br>Lindhurst High School will use both site based formative assessments and district benchmarks to review, monitor and plan for instructional strategies. PLC meetings will be scheduled through out the year to review this data. | <b>Actions to improve achievement to exit program improvement (if applicable),</b><br>Through professional development, articulation meetings to plan and evaluate and the use of supplemental materials, supplies and resources to further reach students Lindhurst High School expects to meet established AMO's and exit Program Improvement designation. |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                  | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                |
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| 3.1 Monies will be used to purchase an annual site license for Accelerated Reader.                                                                             | The A.R. program is used by approximately 180 students. Those students have read approximately 720 books. The number of EL students passing, or scoring a 4 or better on the CELDT has gone up. We believe there is a direct correlation to the use of the A.R. program.                                                                                                                                                                           |
| 3.2 Monies will be used to fund material for EL intervention class                                                                                             | As mentioned CELDT scores have increased and our D and F list has slightly decreased. These two indicators suggest that these expenditures are making an impact.                                                                                                                                                                                                                                                                                   |
| 3.3 Monies will be used to fund two bilingual para educators                                                                                                   | The use of the para educators has been a tremendous value in the teacher's classroom. These para's are in multiple core classrooms and are able to provide that extra assistance needed for so many of our English Learners to succeed within the classrooms. Throughout the year multiple teachers have come before the counsel to express their gratitude and results they are seeing as it directly relates to their English Language Learners. |
| 3.4 Monies will be used to support the AVID program which historically focuses on English Learners giving them the opportunity to take advanced rigor courses. | This expenditure was not used this year as it would have provided training during June of 2014 and due to multiple factors AVID will not be a class for the 2014/2015 school year.                                                                                                                                                                                                                                                                 |

#### GOAL #4

Lindhurst High School recognizes that with the needs of the population, addressing the social emotional needs of the students is critical to establish both a physical environment as well as a stable emotion mind set for the students in order for the students to maximize their academic success.

|                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                     |
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| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Looking at several years of changing demographic data, test results from California State Standards Tests and the California High School Exit Exam, it is clear that there is a correlation to socio-economic status and test scores. | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Lindhurst identified that due to our large rate of social issues our students face this must be addressed before students can have the greatest chance of success academically.                                                                                       |
| <b>Who are the focus students and what is the expected growth?</b><br>Due to our demographics all students at Lindhurst High School will have access or benefit for services provided either directly or indirectly.                                                                                                   | <b>What data will be collected to measure student achievement?</b><br>Lindhurst High School will use both district benchmarks and California Standards Test to measure student achievement of this goal.                                                                                                                                            |
| <b>What process will you use to monitor and evaluate the data?</b><br>Lindhurst High School will track testing data in correlation with logs generated by personnel on how many and what types of services are being provided here on campus.                                                                          | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>Through professional development, and the establishment of supplemental services and support personnel to give greater support and guidance to our students Lindhurst High School expects to meet established AMO's and exit Program Improvement designation. |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| 4.1 LHS will continue to fund a 25% Student Services Coordinator                                                       | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 4.2 LHS will supplementally fund 2 student counselors.<br><br>Pass Officer                                             | This position has been able to chair our process into incorporating PBIS (Positive Behavioral Intervention Support) this year. Being able to have that amount of time dedicated to preparing and facilitating our site groups has been of tremendous value. However, this position will no longer be funded through categorical funds.<br><br>With the additional two counselors, our counseling department has been able to do much more social emotional counseling. Over the course of the year they were able to help with 6 students who were in suicide crisis, 12 pregnancy and a host of other social emotional behavioral situations that were impeding on the student's academic performance. |
| 4.3 LHS will continue to offer services to increase parental involvement which may lead to better student achievement. | The use of the auto-dialer and marquee continue to be effective means of communicating upcoming dates and events.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

| Actions To Be Taken To Reach This Goal                                      | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                        |
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| 4.4 LHS will fund for a Secondary Student Support Specialist                | Our student support specialist met with every Freshman and Sophomore who was receiving a D or an F on multiple occasions. Academic plans were developed and monitored for every one of those students, parental communication was a part of the intervention as well. We noticed that our D and F list was reduced during the second semester.                      |
| 4.5 LHS will fund continued professional development in other content areas | LHS sent teachers from almost every department to professional development. A large area of focus was English Learners as well as math. Through these trainings, new strategies were brought back and used not only in those classrooms but shared site wide among the departments. By looking at the D and F list it appears that these trainings were successful. |

**GOAL #5**

To supplement and support all departments with materials, supplies and training to increase students success and achievement.

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| <b>What data did you use to form this goal (findings from data analysis)?</b><br>We used current D and F lists as well as data from 2013 benchmarks and CST | <b>What did the analysis of the data reveal that led you to this goal?</b><br>The data showed that nearly 1/3 of our students currently are on the D and F list  |
| <b>Who are the focus students and what is the expected growth?</b><br>The expected growth is that grade level D and F lists will be reduced by 5%           | <b>What data will be collected to measure student achievement?</b><br>D and F reports and the quarters and semesters as well as CAHSEE scores from March of 2014 |
| <b>What process will you use to monitor and evaluate the data?</b><br>Monthly D and F reports                                                               | <b>Actions to improve achievement to exit program improvement (if applicable).</b>                                                                               |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                          | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                          |
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| 5.1 LHS will purchase materials and supplies that both supplement and support all the programs and departments at LHS. | These supplemental purchases, such as science equipment, documentary videos, technology, classroom novel and math tools have been invaluable to allowing teachers to instruct using other strategies as well as provide a variety of examples and experience that benefits all students, helping to achieve the reduced D and F list as it was at the beginning of the year. |

GOAL #6

|                                                                        |                                                                             |
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| What data did you use to form this goal (findings from data analysis)? | What did the analysis of the data reveal that led you to this goal?         |
| Who are the focus students and what is the expected growth?            | What data will be collected to measure student achievement?                 |
| What process will you use to monitor and evaluate the data?            | Actions to improve achievement to exit program improvement (if applicable). |

Please report progress in actions implemented this year:

| Actions To Be Taken To Reach This Goal |  | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement |
|----------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 6.1                                    |  | Include specific expenditures and report student achievement outcomes based on measurements noted above.                                         |

## SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2013-14

School: Marysville High School

Principal: Gary Cena

### School Site Council Certification

The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on June 4, 2014.

Principal's Signature: \_\_\_\_\_

SSC Chair Signature: \_\_\_\_\_

# GOAL #1

Implement to a greater degree, a variety of instructional strategies to provide differentiated common core content standards-based instruction and intervention, to enable all students to achieve proficiency in English Language Arts and math by 2013-2014.

|                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p><b>What data did you use to form this goal (findings from data analysis)?</b><br/>STAR Testing: Content Standards Tests, CAHSEE, and District Interim Assessment data along with site assessment data</p> | <p><b>What did the analysis of the data reveal that led you to this goal?</b><br/>The data shows that we are making progress, particularly with our socioeconomic and special ed. subgroups, as evidenced by our students' performance on the 2011-2012 ELA and math CST's and on the 2012-2013 algebra I and ELA benchmarks, and the 2012-2013 CAHSEE exam in both math and English. The data shows a gap still exists, which needs to fill by focusing our attention on meeting the academic needs of our most educationally disadvantaged students in common core content standards based instruction.</p> |
| <p><b>Who are the focus students and what is the expected growth?</b><br/>All 9th, 10th, and 11th grade students are included in this goal. Only 10th grade students are included in the CAHSEE goal.</p>    | <p><b>What data will be collected to measure student achievement?</b><br/>Math, ELA, Science, and Social Science performance data for educationally disadvantaged youth, special education, and EL students</p>                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>What process will you use to monitor and evaluate the data?</b><br/>STAR Testing: Content Standards Tests, CAHSEE, and District Interim Assessment data along with site assessment data</p>            | <p><b>Actions to improve achievement to exit program improvement (if applicable).</b><br/>API = 750 or above<br/>AYP = Ten percent increase in the number of students, in each subgroup, scoring proficient in math and ELA CAHSEE<br/>CAHSEE = 89% of 10th graders passing both CAHSEE exams and 60% of students achieving proficiency on both exams.</p>                                                                                                                                                                                                                                                    |

Please report progress in actions implemented this year.

| <p><b>Actions To Be Taken To Reach This Goal</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p>                                                                                                                                                                                                                                           |
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| <p>1.1 Collaboration for Literacy, strategic math, strategic ELA, and common core content area SDAIE teachers (math, ELA, AVID, EL, RtI, social science, and science teachers), four times a year, for the purposes of aligning curriculum to the common core standards, pacing, processing student assessments, and enhancing intervention strategies so all EDY students will attain a minimum of 5% gain in the number of students achieving proficiency on the ELA/mathCAHSEE.</p> | <p>Substitutes and extra duty pay were expended for teacher release and collaboration which resulted in 2014 tenth graders' ELA CAHSEE rates continuing to be above 81% and 12 grade ELA CAHSEE pass rates continue to be 100% (including waiver) for the fifth consecutive year. 2014 10th grade math CAHSEE pass rates increased from 84% in 2013 to 85.5% in 2014. 2014 10th grade math CAHSEE proficiency rates increased for the third year straight from 58.1% in 2012 to 62.2 % in 2013 and 64.8% in 2014.</p> |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| 1.2 Supplemental classroom supplies and instructional materials for student intervention strategies in Literacy, strategic English, Strategic math, lower level science and social science classes to raise minimum academic achievement of special education, EL, and educationally disadvantaged students to 88% on math/ELA CST's and for 89% of all students to pass the CAHSEE the first time they take the exam---and for five percentage points of our socioeconomically disadvantaged, white, and schoolwide students to score proficient on the CAHSEE, compared to students' performance on the CAHSEE the previous year. | ALEKS, an online math intervention program, and Keystone, a supplemental learning tool for literacy classes, and over one hundred paperback novels, are three examples of purchased supplemental materials which contributed to tenth graders' ELA CAHSEE rates continuing to be above 81% and 12 grade ELA CAHSEE pass rates continue to be 100% (including waiver) for the fifth consecutive year. 2014 10th grade math CAHSEE pass rates increased from 84% in 2013 to 85.5% in 2014. 2014 10th grade math CAHSEE proficiency rates increased for the third year straight from 58.1% in 2012 to 62.2 % in 2013 and 64.8% in 2014.                                                                                                                                                                                                                                                                                                  |
| 1.3 Provide 25% of salary for student services coordinator to provide direct services to all students in order for 89% of all students to score "Proficient" or higher on math and ELA CST's and for all students to pass the CAHSEE.                                                                                                                                                                                                                                                                                                                                                                                               | Our student services coordinator worked diligently with instructional staff on strategic interventions resulting in 170 of 171 (2014) 12th grade students passing the CAHSEE graduation requirement capitalizing on our school's 2013 graduation rate (of 98.3) to continue our school's graduation rate above 95% for the sixth consecutive year. As a result of strategic efforts from our student services coordinator, our 2014 10th graders increased our school's math CAHSEE passing rate from 84% in 2013 to 85.5% in 2014.                                                                                                                                                                                                                                                                                                                                                                                                   |
| 1.4 MHS will continue to fund a counselor to further reduce the student to counselor ratio from 1,000 to 1 to 500 to 1.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Our school counselor collaborated with instructional staff, and worked with students, on strategic interventions resulting in 170 of 171 (2014) 12th grade students passing the CAHSEE graduation requirement capitalizing on our school's 2013 graduation rate (of 98.3) to continue our school's graduation rate above 95% for the sixth consecutive year. In addition, our school's 2013 dropout rate (0.0%) was below 3.4% for the sixth consecutive year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 1.5 Tutoring for EL students after school<br><br>Provide 37.5% of EL Instructional Assistant (Part time) Salary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | An instructional assistant was paid for three hour a day and four teachers were paid to tutor EL, and other educationally disadvantaged, students after school resulting in 2014 tenth graders' ELA CAHSEE rates continuing to be above 81%, and 12 grade ELA CAHSEE pass rates continue to be 100% (including waiver), for the fifth consecutive year. 2014 10th grade math CAHSEE pass rates increased from 84% in 2013 to 85.5% in 2014. 2014 10th grade math CAHSEE proficiency rates increased for the third year straight from 58.1% in 2012 to 62.2 % in 2013 and 64.8% in 2014. In addition, 170 of 171 (2014) 12th grade students passing the CAHSEE graduation requirement capitalizing on our school's 2013 graduation rate (of 98.3) to continue our school's graduation rate above 95% for the sixth consecutive year. In addition, our school's 2013 dropout rate (0.0%) was below 3.4% for the sixth consecutive year. |
| 1.6 Supplemental technological classroom tools, including installation costs, to enhance learning for all students including "Clickers", Elmos, LCD projectors, I-Pads, Smart Boards, lap tops, net books, lap top carts, and necessary tools for application.                                                                                                                                                                                                                                                                                                                                                                      | Installation of LCD projectors in special education and social science classrooms, and purchase of lap tops and lap top carts, contributed to 2014 10th grade math CAHSEE pass rates increasing from 84% in 2013 to 85.5% in 2014. 2014 10th grade CAHSEE proficiency rates increased for the third year straight from 58.1% in 2012 to 62.2 % in 2013 and 64.8% in 2014. In addition, 170 of 171 (2014) 12th grade students passing the CAHSEE graduation requirement capitalizing on our school's 2013 graduation rate (of 98.3) to continue our school's graduation rate above 95% for the sixth consecutive year. In addition, our school's 2013 dropout rate (0.0%) was below 3.4% for the sixth consecutive year.                                                                                                                                                                                                               |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| 1.7 Purchase new RISO machine, new copy machine, and provide supplies, and maintenance/service costs, of office and staff room copy machines and RISO machines, for large volume production of student learning sheets, work sheets, supplemental learning tools, assessments, and assessment data to increase academic performance of EDY.                                                                                                                                                                                                                                                                                                                                                                                                                                                             | The purchases of new RISO and copy machines, along with supplies and maintenance/service costs provided capacity for instructors to produce large volumes of supplemental learning tools, which manifested in 2014 tenth graders' ELA CAHSEE rates continuing to be above 81%, and 12 grade ELA CAHSEE pass rates continue to be 100% (including waiver), for the fifth consecutive year. 2014 10th grade math CAHSEE pass rates increased from 84% in 2013 to 85.5% in 2014. 2014 10th grade math CAHSEE proficiency rates increased for the third year straight from 58.1% in 2012 to 62.2 % in 2013 and 64.8% in 2014.                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 1.8 In all common core content areas, (math, ELA, science, social science and Career Tech Education), following full district staff inservice on Common Core Content Standards. Marysville High School will provide staff development on Common Core Content standards, Common Core Standards Based Instruction (pacing, assessing, collaborating, intervening), and toward School Wide Continuous improvement (Shared vision, shared understanding, collaboration).<br><br>Provide professional development for ELA teachers teaching adopted 9th - 11th grade ELA materials.<br><br>Provide professional development for all core staff to increase understanding of all EDY subgroup students, especially from poverty, to improve proficiency, A-G, student failure, graduation, and dropout rates. | Marysville High School contracted with the Sacramento County Office of Education to provide 14 sessions for ELA, social science, science, and career tech teachers to learn disciplinary literacy instructional strategies, within their own content areas. As a result, teachers report students are more confident readers, more willing to retrieve information from the text, and demonstrate heightened resoluteness, as a result of these trainings. This increased student confidence contributed to 2014 10th grade math CAHSEE pass rates increasing from 84% in 2013 to 85.5% in 2014. 2014 10th grade math CAHSEE proficiency rates increased for the third year straight from 58.1% in 2012 to 62.2 % in 2013 and 64.8% in 2014. In addition, 170 of 171 (2014) 12th grade students passing the CAHSEE graduation requirement capitalizing on our school's 2013 graduation rate (of 98.3) to continue our school's graduation rate above 95% for the sixth consecutive year. In addition, our school's 2013 dropout rate (0.0%) was below 3.4% for the sixth consecutive year. |
| 1.9 Implement Positive Behavior Intervention & Support (PBIS), a research based program from the University of Oregon, paid for by the California Mental Health Institute to integrate school wide academic and behavioral interventions to enhance student performance. Train staff in Response to Intervention (RtI) intervention methods in order to standardize school wide instructional and behavioral expectations enhancing quality of instruction for all educationally disadvantaged students.                                                                                                                                                                                                                                                                                                | Staff attending PBIS trainings through Placer County Office of Education, and via the PBIS conference in Chicago, helped our school complete Tier I, and begin Tier II, of the program, catalyzed our school's number of referrals, suspensions, and violent incident offenses all decreasing between 20% and 35%, AND will be initiating a schoolwide approach to applying needed basic learning skills throughout the school, consistent with the principles employed schoolwide to help improve behavioral skills. The effectiveness of this schoolwide effort is demonstrated by student behavioral performance data. Disciplinary referrals decreased 20% from 1,414 referrals in 2012-2013 to 1,143 in 2013-2014. The number of students suspended for fighting decreased 35% from 31 in 2012-2013 to 20 in 2013-2014. The number of students suspended for use of drugs or alcohol decreased 31% from 29 in 2012-2013 to 20 in 2013-2014.                                                                                                                                           |
| 1.10 Train staff in use of instructional technology to teach educationally disadvantaged students common core standards. These staff members are expected to train fellow staff members in learned strategies.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Instructional technology training for staff has contributed to Marysville High School's 2014 10th grade math CAHSEE proficiency rates increasing for the third consecutive year from 58.1% in 2012 to 62.2 % in 2013 and 64.8% in 2014.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

## GOAL #2

Heighten Marysville High School students' awareness of post-secondary career and college opportunities available to them and strengthen students' skills and knowledge to pursue the career path of their individual aptitude, interest, and choice.

|                                                                                                                                                                                      |                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Comparison of A-G completion rates with schools in our region and statewide.                        | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Analysis led to the conclusion that an average of 35% of graduates state wide complete A-G requirements.                                                                          |
| <b>Who are the focus students and what is the expected growth?</b><br>2012-2013 34% of students completing A-G Requirements<br>2013-2014 35% of students completing A-G Requirements | <b>What data will be collected to measure student achievement?</b><br>Formative benchmark exams, CAHSEE pass and proficiency rates, will be used to measure achievement                                                                                         |
| <b>What process will you use to monitor and evaluate the data?</b><br>Students' demonstrated performance in terms of % of students completing A-G requirements                       | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>Increase home communication to educationally disadvantaged students to improve academic performance, passing college prep classes, in order to complete A-G requirements. |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1                                           | Reduce the number of students receiving F's in 9th grade by establishing a literacy team comprising of EL, special ed., strategic English, and ninth grade English teachers to monitor, support, tutor, and collaborate in order for students to achieve mastery of ELA standards, thus helping them be successful in other areas.                                                                                                                                                              | Our literacy team's collaborative efforts toward the purpose of improving instruction for educationally disadvantaged students manifested in 2014 10th grade ELA CAHSEE pass rates continuing to be above 81% and 12th grade ELA CAHSEE pass rates continuing to be 100% (including waivers) for the fifth year in a row. Our students' amalgam of ELA proficiency rates has increased every year from 2009 (43%), through 2011 (47%), and 2013 (53%). Our literacy team is a central component of this increase, since targeting energy and attention toward our educationally disadvantaged students, since our last WASC visit in 2008. |
| 2.2                                           | Conduct bi-monthly parent meetings, in accordance with ELAC meetings, to communicate with parents and inform/equip them with the knowledge and tools to help their student be academically successful at school. Trainings will be held on development of four year plan, A-G requirements, How to get into College, How to pass the CAHSEE, How to navigate AERIES, How to read a transcript, how to read attendance sheets, "Who to see for What at MHS", How to get a hold of staff members. | Our meetings manifested in results affecting EL students in that our school's 2013 graduation rate (98.3) is consistent with our school's 2014 graduation rate, as our rate has demonstrated to be above 95% for seven consecutive years now. Our school's 2014 dropout rate is consistent with the 0.0% rate recorded in 2013, and the lower than 3.4% performance over the past six years.                                                                                                                                                                                                                                               |
| 2.3                                           | Implement home-to-school communication equipment that allows school to communicate specific information to Title I families.                                                                                                                                                                                                                                                                                                                                                                    | Our purchase and use of School Messenger system has manifested in results affecting all students in that our school's 2013 graduation rate (98.3) is consistent with our school's 2014 graduation rate, as our rate has demonstrated to be above 95% for seven consecutive years. Our school's 2014 dropout rate is consistent with the 0.0% rate recorded in 2013 and the lower than 3.4% dropout rate over the past six years.                                                                                                                                                                                                           |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                | Evaluation Of Research-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.4 Postage, paper, labeling, and printing costs for supplemental parent newsletters.                                                                                                                                 | Postage, paper, labeling and printing costs, for the purpose of mailing letters and news home to parents, manifested in results affecting EL students in that our school's 2013 graduation rate (98.3) is consistent with our school's 2014 graduation rate, as our rate has demonstrated to be above 95% for seven consecutive years now. Our school's 2014 dropout rate is consistent with the 0.0% rate recorded in 2013, and the lower than 3.4% performance over the past six years. |
| 2.5 Tutor 11th and 12th grade students, weekdays after school, who have not passed the CAHSEE to help 100% of students pass the exam                                                                                  | In 2014, 170 out of 171 12th graders passed the CAHSEE requirement or will receive a waiver. The one remaining student took the test in May of 2014, but we have not yet received the results. This is the sixth consecutive year that we have had all students pass the exit exam requirement, which is a tribute to the resoluteness of our staff, students, tutoring program, and school culture.                                                                                      |
| 2.6 CAHSEE Saturday "Boot Camps" for 11th and 12th grade students who have no passed the CAHSEE. This tutoring provides strategic tutoring for students on consecutive Saturdays just prior to CAHSEE administration. | In 2014, 170 out of 171 12th graders passed the CAHSEE requirement or received a waiver. The one remaining student took the test in May of 2014, but we have not yet received the results. This is the sixth consecutive year that we have had all students pass the exit exam requirement, which is a tribute to the resoluteness of our staff, students, intervention programs, and school culture.                                                                                     |
| 2.7 Provide on-line "credit repair" opportunities for educationally disadvantaged students to make up credits by taking online courses.                                                                               | Our purchase of software from Pearson, and our hiring of a teacher over the summer, has manifested in results affecting all students in that our school's 2013 graduation rate (98.3) is consistent with our school's 2014 graduation rate, as our rate has demonstrated to be above 95% for seven consecutive years. Our school's 2014 dropout rate is consistent with the 0.0% rate recorded in 2013, and the lower than 3.4% dropout rate over the past six years.                     |
| 2.8 Utilize on-line surveys to gain information from parents and other stakeholders to learn more about the needs and wants of our parents.                                                                           | This purchase of this service permits Marysville High School to gain perception data from students, staff, and parents, to help us make schoolwide decisions and evaluate our programs.                                                                                                                                                                                                                                                                                                   |
| 2.9 Improve the quality of instructional materials and enhance the differentiated learning tools (including instructional technology) for first and second year Spanish classes.                                      | Categorical monies were not spent on Spanish textbooks in 2014. This was a topic members of our site council demonstrated strongly feelings favoring the prioritization of Spanish textbook purchase, which is being made via a wide variety of funding sources, none of which are categorical.                                                                                                                                                                                           |

### GOAL #3

PERSONALIZATION OF LEARNING GOAL: Numbers of suspension, expulsions, and referrals will reduce by 10%. Total attendance will meet or exceed 95%.

|                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Student behavior data spanning nine years provided the measure for this goal.                                                                                                                                                                                                                            | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Each year, since 2003, Marysville High School has improved awareness, communication, and support for students demonstrating behavior problems, as demonstrated in the reduction of fights, total days of suspension, attendance, dropout, and graduation rates. |
| <b>Who are the focus students and what is the expected growth?</b><br>Though general focus is on all students, our most intensive students (8-10% most behaviorally challenged educationally disadvantaged students) are our main focus. Numbers of suspensions, expulsions, and referrals will reduce 10% in 2012-23 will reduce 10% from 2011-2012. Attendance will meet or exceed 95%. | <b>What data will be collected to measure student achievement?</b><br>AERIES attendance and student discipline printouts                                                                                                                                                                                                                      |
| <b>What process will you use to monitor and evaluate the data?</b><br>AERIES attendance and student discipline printouts                                                                                                                                                                                                                                                                  | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>By addressing educationally disadvantaged students' behavioral issues, students will be empowered to perform at increasing levels of academic performance.                                                                                              |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b> |                                                                                                                                                                                          | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.1                                           | MHS will provide 100% of PASS Officer's salary                                                                                                                                           | Our PASS Officer provided 187 documented interventions for conflict management, home visits, personal and family crisis interventions,; counseled 153 students while they were serving Opportunity School; counseled 508 students (duplicated count) while they attended detention; conducted 67 home visits, and made 110 parent contacts via phone call office visits, or home visits. (2013-2014)                                                                                                                                                                                                                                                                            |
| 3.2                                           | Marysville High School will provide dropout prevention services that provide intervention strategies, referral, and counseling services to At-Risk Educationally Disadvantaged Students. | In 32 school days (132/180 = 73% of school year) our Intervention counselor intervened with 189 students (22.1% of our student population) including 64 ninth graders, 58 tenth graders, 33 eleventh graders, and 34 twelfth graders. 43 of these students were on "site" or "suspended expulsion" contracts. 36 students were on PBIS accountability contracts, and 110 were not on contracts. Our Intervention counselor recorded 643 intervention for 132 students equaling an average of 4.87 per student. 61 students he met with 411 times (average of 3.27). 61 students he met with 411 times for an average of 6.78 meetings with our most needy students. (2013-2014) |

GOAL #4

|                                                                        |                                                                             |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| What data did you use to form this goal (findings from data analysis)? | What did the analysis of the data reveal that led you to this goal?         |
| Who are the focus students and what is the expected growth?            | What data will be collected to measure student achievement?                 |
| What process will you use to monitor and evaluate the data?            | Actions to improve achievement to exit program improvement (if applicable). |

Please report progress in actions implemented this year:

|                                               |                                                                                                                                                                                                                                                                         |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Actions To Be Taken To Reach This Goal</p> | <p>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</p> <p>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p> |
| 4.1                                           |                                                                                                                                                                                                                                                                         |

GOAL #5

|                                                                        |                                                                             |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| What data did you use to form this goal (findings from data analysis)? | What did the analysis of the data reveal that led you to this goal?         |
| Who are the focus students and what is the expected growth?            | What data will be collected to measure student achievement?                 |
| What process will you use to monitor and evaluate the data?            | Actions to improve achievement to exit program improvement (if applicable). |

Please report progress in actions implemented this year:

|                                               |                                                                                                                                                                                                                                                                         |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Actions To Be Taken To Reach This Goal</p> | <p>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</p> <p>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p> |
| 5.1                                           |                                                                                                                                                                                                                                                                         |

GOAL #6

|                                                                        |                                                                             |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| What data did you use to form this goal (findings from data analysis)? | What did the analysis of the data reveal that led you to this goal?         |
| Who are the focus students and what is the expected growth?            | What data will be collected to measure student achievement?                 |
| What process will you use to monitor and evaluate the data?            | Actions to improve achievement to exit program improvement (if applicable). |

Please report progress in actions implemented this year:

|                                               |                                                                                                                                                                                                                                                                         |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Actions To Be Taken To Reach This Goal</p> | <p>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</p> <p>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p> |
| 6.1                                           |                                                                                                                                                                                                                                                                         |

# **SINGLE PLAN FOR STUDENT ACHIEVEMENT**

## **Annual Program Evaluation - 2013-14**

School: Abraham Lincoln School

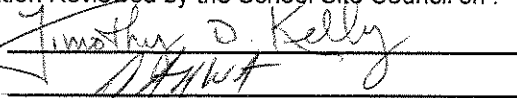
Principal: Timothy Kelly

### **School Site Council Certification**

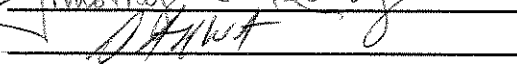
The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on .

Principal's Signature:



SSC Chair Signature:



## GOAL #1

Abraham Lincoln

All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics in line with No Child Left Behind (NCLB), Annual Measurable Objectives, (AMOS), NCLB Participation Rates, the annual Academic Performance Index (API) growth targets, including increased passing CAHSEE rates. Benchmark assessments will be used to monitor student achievement and will strengthen our high school programs with an academic emphasis in English and Mathematics. To help increase student achievement Alternative Ed Programs will be restructured to better meet the needs of all students.

|                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>State testing, quarterly Marysville Joint Unified School and graduation and reintegration rates.                                               | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Students needed a pacing system that delivered the specific interventions needed (i.e. ELD and SDC tools) that could be accessed at home so that parent support be an intervention. |
| <b>Who are the focus students and what is the expected growth?</b><br>All students K - 12th grades.                                                                                                                             | <b>What data will be collected to measure student achievement?</b><br>State testing, quarterly Marysville Joint Unified School and graduation and reintegration rates.                                                                                            |
| <b>What process will you use to monitor and evaluate the data?</b><br>Grade reporting, API reports, LEA Accountability Reports of Annual Measurable Achievement Objectives for English Learners, STAR test, and CAHSEE results. | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>Higher proficiency levels and exceeding API and AYP growth targets, including increased CAHSEE passing rates and graduation rates.                                          |

Please report progress in actions implemented this year:

|                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                  | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                            |
| 1.1 Supplemental reading materials from district approved reading list. Create personal check out library to increase student interest and achievement in ELA. | There were a total of 190 K-12 students in the program. The supplemental library augmentation leads to increased reading fluency. Students that are checking out and reading books of interest from the library are more likely to successfully pass the CAHSEE ELA exit exam. These students also gain more English credits than students not utilizing the check out library. 114 students (60%) who used the reading library, earned 45 credits per semester. 76 students (40%) did not use the library and earned 32 credits per semester. |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1.2 Development of virtual laboratory to be used for credit remediation, ELD augmentation and SDC curricular tools. Laboratory to be used and funded by ABL and SLHS for 8am-3pm use by SLHS and 3pm-6pm use by ABL. Parents of both programs will be invited in for sessions on how to work with their students at home and how to support their education. SLHS will have access to laboratory after hours if additional remediation is needed. Materials included in creation of lab are:<br/>Computers, site license (Pearson)credit/skill remediation program, ELD augmented reading materials, Language programs, hook up and installation materials, Realia specifically for science and math, Supplemental text materials, as well as hours to hire tech to work in laboratory.</p> | <p>This money was spent on creating a mobile virtual lab for student use. Specifically, a cart with Chrome books would allow full classes to utilize technology in a manner that would allow for technological growth and an increase in relevant common core related tech skills. This expenditure has quantified data from other locations, however at this point our technology is not being utilized until the wireless network that supports Chrome books is in place. The expenditure was made planning on the wireless being in place in October, when district tech officials claimed it would be completed with E-rate funding. The system is not in place yet, so assessment of this area will have to wait until next year because it has not been used to assess this year. If next year there is not substantial data to support the expenditure, we will discontinue the expense, the seat time expulsion program will utilize it during regular school hours and hourly IS will use it during the afternoon.</p> |
| <p>1.3 Additional classroom support for at risk expelled elementary students. Para educator to work with expelled at risk students and assist in grade level remediation by creating lower ratio intervention groups.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>The para educator allows for four grade levels to be adequately served in one classroom. The para educator allows for students to be broken, by level, into small groups and given intense intervention. This year, the average students STAR growth in ELA was one year and five months, while in math, the average growth was one year and two months. This growth is in part due to a highly effective teacher, but would not be possible without the ability to create smaller more evenly matched learning groups. In addition, the ELA persistent student average grade level is 4.71; persistent student average reading level entering the program in 4.01; average yearly growth prior to entering this class if 0.85; and the growth for the 2013-14 school year is 1.50.</p>                                                                                                                                                                                                                                      |

## SINGLE PLAN FOR STUDENT ACHIEVEMENT

### Annual Program Evaluation - 2013-14

School: South Lindhurst Continuation High School

Principal: Rocco Greco

#### School Site Council Certification

The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on 2/18/2014.

Principal's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

SSC Chair Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**GOAL #1****SOUTH LINDHURST**

All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics in line with No Child Left Behind (NCLB), Annual Measurable Objectives, (AMOS), NCLB Participation Rates, the annual Academic Performance Index (API) growth targets, including increased passing CAHSEE rates.

|                                                                                                                             |                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>State testing, Grade reporting, ASAM data. | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Not all students have met this basic high school exit criteria. |
| <b>Who are the focus students and what is the expected growth?</b><br>All students' 10th - 12th grades.                     | <b>What data will be collected to measure student achievement?</b><br>State testing, Grade reporting, ASAM data.                              |
| <b>What process will you use to monitor and evaluate the data?</b>                                                          | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>Not in PI.                                              |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                                                                                                                                                                                       | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1 Instructional assistants to work one on one with struggling students and help develop academic plans as set forth by classroom teacher. 2 para educators, one to focus work on EL students, the one to focus on remediate low SES students that are working below grade level.                                                  | This was the most effective expenditure of our funds according to staff and students. When surveying students as to what helps them achieve at the school, one of the top comments was the individualized time. Some of that comes as interventions from our special education teacher and much of it comes from our para educators. From running small leveled groups, to offering a separate room where students that have highly individualized academic plans to be able to go and work and get assistance the par-educators offer flexibility. Also by using them several days a week to keep an additional room open, students that attend the morning session can return in the afternoon and vice-versa. This allows for up to three extra hours of education during the day. Also the para educators keep a study hall open across the 40 minute lunch break. This helps in several ways. First it allows extra help. When students stay across lunch and are still on campus when the second session starts, those students are more likely to stay for the second session. This allows extra credit earning time. This is seen in the positive attendance logs. Though several confounding variables could contribute to the next effect, it would also appear that in preliminary observations that these students are earning more credits on their grade checks than non-attending students. |
| 1.2 Production, Display and dissemination of student centered materials regarding academics, health and wellness services available.                                                                                                                                                                                                | Qualitative evidence suggests the continued production and dissemination of pamphlets for local agencies to promote health and well-being, social services and tutoring to be successful. Measurement comes from the number of students signing up for additional serves, completion of FAFSA and the number of pamphlets we have run this year as opposed to years prior. The expenditure is small and we would continue this if funds permit.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 1.3 Development of virtual laboratory to be used for credit remediation, ELD augmentation and SDC curricular tools. Laboratory to be used and funded by ABL and SLHS for 8am-3pm use by SLHS and 3pm-6pm use by ABL. Parents of both programs will be invited in for sessions on how to work with their students at home and how to | Our staff has begun to integrate lessons using more student technology. This expense went to a chrome book portable lab. However the chrome books have just arrived and the wireless is not running yet, so we have not been able to use them. I will have to continue evaluation of this piece until next year because                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     | <p>support their education. SLHS will have access to laboratory after hours if additional remediation is needed. Materials included in creation of lab are:</p> <p>Computers, site license for, Pearson credit remediation program, ELD augmented reading materials, Language programs, hook up and installation materials, Realia specifically for science and math, Supplemental text materials, as well as hours to hire tech to work in laboratory</p>                                                                                                                      | <p>it has not been implemented to be monitored. Next year verifiable measures will be students ability to use specified programs to increase academic skills. The first major online project is the senior project. This project is being proto-run now at both sites testing the technology and the project viability.</p>                                                                                                                                                                                                                                                                                                                                                                             |
| 1.4 | <p><b>SUMMER SCHOOL (12-13)</b><br/>Extended school year for at risk students. Expenditure would include, teacher salaries, counseling to students, administrative and clerical support as well as materials and supplies. School would run June 11th – 29th.</p> <p>Teacher(classroom) 7:30am -3:00pm X 15days )\$4,934.25<br/>Teacher(classroom) 7:30am–11:30pm X 15days) \$2,631,60<br/>Administration/Counseling/Teacher 7:30am – 3:00pm x 15days \$5,263.20<br/>Clerk 10days @ Est \$23p/hr 7:30-3:00pm \$1,840<br/>Supplies \$167.20<br/>(afternoon cross funded ABL)</p> | <p>This expenditure was a carry over of last years summer school. We found summer school to be extremely effective. Our data is always difficult to look at because of the high transiency rate of our students. But a statistically significant observation is that students who attended summer school as Juniors, by lower proportion will be returning for a fifth year. Of the 20 expected seniors that are looking to return for a 5th year, only 4 of them attended summer school the year prior. Teachers input and credits earned during the regular year show that students that attended extended school year did academically better the following year.</p>                                |
| 1.5 | <p>Purchase of supplemental materials for Agri Science based method of teaching common core state science standards. These materials are above our core Agriscience text. The materials include both physical realia for project based learning and supplemental reference text to be used by teacher to augment core curriculum. Common core based workbooks to augment current science text.</p>                                                                                                                                                                              | <p>The small amount we spent on this piece has students interested in agricultural science. Without lab facilities it has been difficult to effectively begin integration of common core next generation science standards. Our at-risk students are highly kinetic learners, science interest has increased this year with hands on learning experiences. This could be confounded by the fact that we have a new science teacher, so we will continue to monitor this goal and see if the effect continues over the next year. This expenditure was additionally supported by the Ag incentive grant. This grant allowed us to move our science in a more kinetic and vocational based direction.</p> |
| 1.6 | <p>Purchase supplemental reading materials to maintain and replenish South Lindhurst student reading Library. This library in conjunction with book discussion forums and oral report out format used to integrate more advanced critical thinking from student readings.</p>                                                                                                                                                                                                                                                                                                   | <p>This expenditure is essential to the supplemental reading program put on by our English teacher. Students are given input early in the year as to what core works they will read, as well as an additional number of mandated supplemental texts. These texts are in addition to our regular reading program and have contributed to the much higher reading comprehension scores. Our students comprehension scores on the CAHSEE are far higher than other sub-area's, we believe this is in part due to this expenditure.</p>                                                                                                                                                                     |
| 1.7 | <p>Supplemental Science and history videos to augment core lessons.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Bought too late in the year to be able to fully evaluate, we will look at the effectiveness of this purchase in the next evaluation. The rationale behind the purchase was to integrate more visual stimuli for our students that seem to need a greater entertainment value to engage. Not enough time to fully evaluate this small expenditure.</p>                                                                                                                                                                                                                                                                                                                                                |
| 1.8 | <p>Supplemental CAHSEE remediation program materials for Juniors and Seniors that failed CAHSEE at 10th grade census. Course offerings to also include lower grade failed courses for remediation allowing more direct instruction during the regular continuation day.</p>                                                                                                                                                                                                                                                                                                     | <p>We did not find this to be an effective expenditure. CAHSEE prep offered during the day was effective. After school attendance and the measured progress of students that took the course did not yield a correlated gain. We have discontinued this from our site plan next year.</p>                                                                                                                                                                                                                                                                                                                                                                                                               |
| 1.9 | <p><b>WINTER and SUMMER SCHOOL</b><br/>Extended school year for at risk students. Expenditure would include, teacher salaries, counseling to students, administrative and clerical support as well as materials and supplies. School would run June 11th – 29th.</p> <p>Winter (Teacher 9am–12pm X 10days) \$1,789.60 (with fringe Est \$2,100)<br/>Summer (Administration/Counseling/Teacher 8:30am–1:00pm X 15days) \$3019.95 (with fringe 3629.98.)<br/>Clerk/para 10days @ Est \$23p/hr 8:30-12:00pm \$920 Summer not</p>                                                   | <p>Our dollars were expended during the school year, so NO SUMMER SCHOOL is occurring in 13-14. Evidence suggests at-risk students that continue with an extended school year, return more motivated the following year. This is demonstrated by the number of credits they earn. The majority of persistent (non-transient) students that we have that do summer school, do not usually (80%) end up needing a 5th year. Partially this is the extra credits earned over the summer, but also because the two semesters following the intervention higher credits and attendance are quantifiable. After 5 years of running summer school and evenings of IS staff is in need of a break. we DID</p>   |

|                                   |                                                                  |
|-----------------------------------|------------------------------------------------------------------|
| winter only.<br>Supplies \$350.02 | NOT run summer school, the dollars were moved off to technology. |
| 1.10                              |                                                                  |

**GOAL #2**

Develop, refine, implement strategies that meet the diverse needs of alternative education students, this will foster graduation rates and assist them in becoming contributing successful citizens. To reach this goal, the following sub goals will be addressed: 1) career exploration and counseling, 2) safe school, 3) increased parent involvement, and develop community partnerships, 4) student transcripts processed accurately and timely, 5) every student will develop their own academic plan, and 6) students will be recognized for their accomplishments.

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| <b>What data did you use to form this goal (findings from data analysis)?</b><br>CAHSEE passing rates, PASS statistics, suspension rates, CST/STAR test results.                                                                                                                        | <b>What did the analysis of the data reveal that led you to this goal?</b><br>We have not reached 100 percent of students meeting this basic needs goal. |
| <b>Who are the focus students and what is the expected growth?</b><br>All students, K-2                                                                                                                                                                                                 | <b>What data will be collected to measure student achievement?</b><br>CAHSEE passing rates, PASS statistics, suspension rates, CST/STAR test results.    |
| <b>What process will you use to monitor and evaluate the data?</b><br>Monitor: attendance, suspension records, crime reports, transcripts, graduation rates, awards program, academic plans, evidence of career exploration and frequency and type of parent and community involvement. | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>Not in PI                                                          |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                                                                                                                            | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1 PASS OFFICER- Funds used for wages of PASS officer. PASS officer works with students on probation, as well as mediating student conflict to increase student time in academic setting and increase school to home communication of student needs. consultant hourly. | This was the other highly successful surveyed item. From conflict resolution that allows more time in class to the more quantifiable FAFSA data this expense was well worth the money. The PASS officer facilitates FAFSA application and tracks students through their first two years of post-secondary education. FAFSA awards at South Lindhurst are close to \$140,000. From looking at students that received FAFSA financial aid the year before, there are still 12 students returning to use lab facilities and correspond with the PASS officer, which helps them to persist at Yuba college or the trade schools they picked. The pass officer does supplemental family meetings based on attendance and progress as well. Student attendance increases, though marginally, due to these continual meetings as well. |
| 2.2                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 2.3                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 2.4                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 2.5                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 2.6                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 2.7                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 2.8                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 2.9                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 2.10                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

## SINGLE PLAN FOR STUDENT ACHIEVEMENT

### Annual Program Evaluation - 2013-14

School: North Marysville Continuation High School

Principal: Rocco Greco

#### School Site Council Certification

The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on 02/18/14.

Principal's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

SSC Chair Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**GOAL #1****SCHOOL GOAL # 1 North Marysville**

All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics in line with No Child Left Behind (NCLB), Annual Measurable Objectives, (AMOS), NCLB Participation Rates, the annual Academic Performance Index (API) growth targets, including increased passing CAHSEE rates.

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>State testing, Grade reporting, ASAM data                                                                                                                         | <b>What did the analysis of the data reveal that led you to this goal?</b><br>All of our students are deficient in some achievement area.                                                                                |
| <b>Who are the focus students and what is the expected growth?</b><br>All students 10th - 12th grades.                                                                                                                                             | <b>What data will be collected to measure student achievement?</b><br>State testing, Grade reporting, ASAM data                                                                                                          |
| <b>What process will you use to monitor and evaluate the data?</b><br>Reduction in Drop out rate. Increase API scores, LEA Accountability Reports of Annual Measurable Achievement Objectives for English Learners, STAR test, and CAHSEE results. | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>Higher proficiency levels and exceeding API and AYP growth targets, including increased CAHSEE passing rates and graduation rates. |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1 Production, display and dissemination of student centered materials regarding academic, work and health options and agencies. Family involvement centered activities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Qualitative evidence suggests the continued production and dissemination of pamphlets for local agencies to promote health and well-being, social services and tutoring to be successful. Measurement comes from the number of students signing up for additional services, completion of FAFSA and the number of pamphlets we have run this year as opposed to years prior. The expenditure is small and we would continue this if funds permit.                                                                                                                                                                                            |
| 1.2 Development of virtual laboratory to be used for credit remediation, ELD augmentation and SDC curricular tools. Laboratory to be used and funded by ABL and NMHS for 8am-3pm use by NMHS or some credit remediation program, ELD augmented reading materials, Language programs, 8am and 3pm-6pm use by ABL. Parents of both programs will be invited in for sessions on how to work with their students at home and how to support their education. SLHS will have access to laboratory after hours if additional remediation is needed. Materials included in creation of lab are:<br><br>Computers, site license for APEX, Pearson keypad and installation materials, Realia specifically for science and math, Supplemental text materials, as well as hours to hire tech to work in laboratory | Our staff has begun to integrate lessons using more student technology. This expense went to a chrome book portable lab. However the chrome books have just arrived and the wireless is not running yet, so we have not been able to use them. I will have to continue evaluation of this piece until next year because it has not been implemented to be monitored. Next year verifiable measures will be students ability to use specified programs to increase academic skills. The first major online project is the senior project. This project is being proto-run now at both sites testing the technology and the project viability. |
| 1.3 SUMMER SCHOOL (12-13 July days)<br><br>Administration/Counselor 7:30am – 3:00pm x 15days \$5,263.20<br>Clerk 10days @ Est \$23p/hr 7:30-3:00pm \$1,840<br>Supplies \$1,037.32<br>Additional Supply money based on overage from clerical costs.<br><br>Extra assignment classroom instruction to augment education program and address diverse student needs. Also, Substitutes for                                                                                                                                                                                                                                                                                                                                                                                                                  | This expenditure was a carry over of last years summer school. We found summer school to be extremely effective. Our data is always difficult to look at because of the high transiency rate of our students. But a statistically significant observation is that students who attended summer school as Juniors, by lower proportion will be returning for a fifth year. Of the 20 expected seniors that are looking to return for a 5th year, only 4 of them attended summer school the year prior. Teachers input and credits earned during the regular year show that students that                                                      |

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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|     | <p>staff development addressing trends and development of alternative education programs.</p> <p>Extended school year for at risk students. Expenditure would include, teacher salaries, counseling to students, administrative and clerical support as well as materials and supplies. School would run June 11th – 29th.</p> <p>Teacher(classroom only 7:30am -11:30am X 15days )\$2,631.60<br/>Teacher(classroom + online) 7:30am–3:00pm X 15days) \$4,934.25<br/>Administration/Counselor 7:30am – 3:00pm x 15days \$5,263.20<br/>Clerk 10days @ Est \$23p/hr 7:30-3:00pm \$1,840<br/>Supplies \$1,037.32</p> <p>Additional Supply money based on overage from clerical costs.</p> <p>Extra assignment classroom instruction to augment education program and address diverse student needs. Also, Substitutes for staff development addressing trends and development of alternative education programs.</p> | <p>attended extended school year did academically better the following year.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 1.4 | <p>Para educator position used in continuation classrooms to allow additional 1 on 1 instructional time. Measured through increased exit exam scores.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>This was the most effective expenditure of our funds according to staff and students. When surveying students as to what helps them achieve at the school, one of the top comments was the individualized time. Some of that comes as interventions from our special education teacher and much of it comes from our para educators. From running small leveled groups, to offering a separate room where students that have highly individualized academic plans to be able to go and work and get assistance the par-educators offer flexibility. Also by using them several days a week to keep an additional room open, students that attend the morning session can return in the afternoon and vice-versa. This allows for up to three extra hours of education during the day. Also the para educators keep a study hall open across the 40 minute lunch break. This helps in several ways. First it allows extra help. When students stay across lunch and are still on campus when the second session starts, those students are more likely to stay for the second session. This allows extra credit earning time. This is seen in the positive attendance logs. Though several confounding variables could contribute to the next effect, it would also appear that in preliminary observations that these students are earning more credits on their grade checks than non-attending students.</p> |
| 1.5 | <p>Extended school day specific to CAHSEE remediation and lower grade failed course remediation allowing further direct instruction during regular school day. Specific 3 week courses based on need. 4-5:30pm Tuesday and Thursday</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>We did not find this to be an effective expenditure. CAHSEE prep offered during the day was effective. After school attendance and the measured progress of students that took the course did not yield a correlated gain. We have discontinued this from our site plan next year.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 1.6 | <p>WINTER and SUMMER SCHOOL</p> <p>Extended school year for at risk students. Expenditure would include, teacher salaries, counseling to students, administrative and clerical support as well as materials and supplies. School would run June 11th – 29th.</p> <p>Winter (Teacher 9am–12pm X 10days) \$1,789.60 (with fringe Est \$2,100)<br/>Summer (Administration/Counseling/Teacher 8:30am–1:00pm X 15days) \$3019.95 (with fringe 3629.98.)<br/>Clerk/para 10days @ Est \$23p/hr 8:30-12:00pm \$920 Summer not winter only.<br/>Supplies \$350.02</p>                                                                                                                                                                                                                                                                                                                                                      | <p>Our dollars were expended during the school year, so NO SUMMER SCHOOL is occurring in 13-14. Evidence suggests at-risk students that continue with an extended school year, return more motivated the following year. This is demonstrated by the number of credits they earn. The majority of persistent (non-transient) students that we have that do summer school, do not usually (80%) end up needing a 5th year. Partially this is the extra credits earned over the summer, but also because the two semesters following the intervention higher credits and attendance are quantifiable. After 5 years of running summer school and evenings of IS staff is in need of a break. we DID NOT run summer school, the dollars were moved off to technology.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 1.7 | <p>Science materials for hands on science meeting common core at continuation</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>The small amount we spent on this price has students interested in science. Without lab facilities it has been difficult to</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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|      | effectively begin integration of common core next generation science standards. Our at-risk students are highly kinetic learners, science interest has increased this year with hands on learning experiences. This could be confounded by the fact that we have a new science teacher, so we will continue to monitor this goal and see if the effect continues over the next year. |
| 1.8  |                                                                                                                                                                                                                                                                                                                                                                                      |
| 1.9  |                                                                                                                                                                                                                                                                                                                                                                                      |
| 1.10 |                                                                                                                                                                                                                                                                                                                                                                                      |

**GOAL #2**

SCHOOL GOAL # 2 Develop, refine, implement strategies that meet the diverse needs of alternative education students, this will foster graduation rates and assist them become contributing successful citizens. To reach this goal, the following sub goals will be addressed: 1) career exploration, 2) safe school, 3) increased parent involvement, and develop community partnerships, 4) student transcripts processed accurately and timely, 5) every student will develop their own academic plan, and 6) students will be recognized for their accomplishments.

|                                                                                                                                                                                                                                                                                         |                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>CAHSEE passing rates, PASS statistics, suspension rates, CST/STAR test results                                                                                                                         | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Not all students have met this basic level of high school achievement.     |
| <b>Who are the focus students and what is the expected growth?</b><br>All students, K-12                                                                                                                                                                                                | <b>What data will be collected to measure student achievement?</b><br><br>CAHSEE passing rates, PASS statistics, suspension rates, CST/STAR test results |
| <b>What process will you use to monitor and evaluate the data?</b><br>Monitor: attendance, suspension records, crime reports, transcripts, graduation rates, awards program, academic plans, evidence of career exploration and frequency and type of parent and community involvement. | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>Not in PI                                                          |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                                                                                                         | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1 PASS OFFICER- Funds used for wages of PASS officer. PASS officer works with students on probation, as well as mediating student conflict to increase student time in academic setting and increase school to home communication of student needs. | This was the other highly successful surveyed item. From conflict resolution that allows more time in class to the more quantifiable FAFSA data this expense was well worth the money. The PASS officer facilitates FAFSA application and tracks students through their first two years of post-secondary education. FAFSA awards at North Marysville are close to \$200,000. From looking at students that received FAFSA financial aid the year before, there are still 12 students returning to use lab facilities and correspond with the PASS officer, which helps them to persist at Yuba college or the trade schools they picked. The pass officer does supplemental family meetings based on attendance and progress as well. Student attendance increases, though marginally, due to these continual meetings as well. |
| 2.2                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 2.3                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| 2.5                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| 2.10                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |