

SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2014-15

School: Arboga Elementary School

Principal: Eric Preston

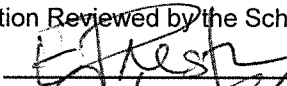
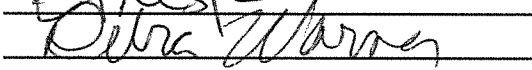
School Site Council Certification

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.

What data did you use to form this goal (findings from data analysis)? CELDT testing, 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.	What did the analysis of the data reveal that led you to this goal? 1. There is always room for growth academically with all subgroups. 2. The site needs help with creating positive behavioral choices for students.
Who are the focus students and what is the expected growth? 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.	What data will be collected to measure student achievement? Data mentioned earlier.
What process will you use to monitor and evaluate the data? 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.	Actions to improve achievement to exit program improvement (if applicable). 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.

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	
1.1 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 inter-district, and participate in professional development..	Evaluation Of Researched-Based Activities To Determine if Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above. Our teachers maximized their release days this year as substitutes were even more scarce than last year. We adopted Go Math as a new math curriculum district-wide and began using Illuminate as our district assessment management system, so grade levels utilized this release time to discuss in depth assessments, curricular pacing, tutoring groups, interventions, supplemental curriculum, etc.
1.2 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.	Our Literary Resource Technician continues to be a valuable asset and member of our school community. She 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 the use of Chromebooks, etc. This year between August 18, 2014 and May 15, 2015, 19,419 books were checked out of the library. Our library collection is currently at 13,631.
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.	Our bilingual Family Liaison this year was an incredible asset to our site. She was a classroom instructional assistant two years ago and our Attendance Clerk last year, so she has a good understanding of our site and knows our families. She was able to bridge the gap between the school and our Spanish speaking parents, help parents complete forms, schedule meetings, touch base with students, and generally create more positive relations with our parents.

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
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.	We were able to provide instructional assistants in all rooms K-3, with Kindergarten receiving 2 hours each, 1st grade receiving 1 hour each; 2nd grade receiving 45 minutes each; 3rd grade receiving a total of 1.5 hours. We were also able to provide an instructional assistant to help 45 minutes a day Monday through Thursday with RTI for 5th grade ELA.
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 Elementary Student Support Specialist (ESSS) position was not filled until January; however, once in the position, she hit the ground running. She created a girls' group of 28 students for 4th-6th graders that met every Friday as a whole and then in smaller groups the remaining Fridays. The intent of this group was to help the girls become more self-confident and to learn how to get along better with others. Our ESSS created a workbook with inspirational quotes, writing reflections, discussion topics, etc. that guided each meeting. She assisted with preparing SST forms so that meetings ran smoothly; met with students to mediate; helped triage minor discipline; pushed into classrooms to help teachers with projects, especially when students she works with were having difficulties; sat in on conferences with parents and teachers; made school to home calls about student behavior and to ask clarifying questions that might help us better serve those students.
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 (10 hours per teacher).	After school tutoring was utilized by our teachers to help our students. Through the April time period, there were 149.5 documented hours of tutoring. Teachers are still tutoring in May, so a total tally of hours tutored will not be available until after June 1.
1.7 Providing a technology based enrichment program for our GATE identified/recommended students.	This year, we split our GATE offerings into two and began the year with the national Math Olympiad competition with our 4th through 6th graders. We had 26 students compete, one of whom scored in the top 50% nationally, one of whom scored in the top 40% nationally, and one of whom scored in the top 20% nationally. Our second offering was for students in grades 3-6 and was the creation of an Arboga Cookbook. We already had two examples from 2008-2009 and 2009-2010, but those were created by a teacher. Twenty-five students reviewed and critiqued those examples, decided on a layout for the new publication and then solicited recipes via a flyer and an all call, typed received recipes into the computer, created illustrations for the cookbook and will be selling them as a fundraiser for the program. Our initial print run was for 100 and each student will receive a copy. A total of 34 students were serviced through our GATE program this year.

GOAL #2

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

What data did you use to form this goal (findings from data analysis)? CELDT results, curriculum embedded assessments, DIBELS test results, classroom performance, Accelerated Reader testing data, Accelerated Math testing data/objectives mastered, report cards, etc.	What did the analysis of the data reveal that led you to this goal? Supplemental materials, supplies, and services can enhance the instructional process greatly.
Who are the focus students and what is the expected growth? 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.	What data will be collected to measure student achievement? CELDT results, curriculum embedded assessments, DIBELS test results, classroom performance, Accelerated Reader testing data, Accelerated Math testing data/objectives mastered, report cards, Rtl data, tutoring records, etc.
What process will you use to monitor and evaluate the data? CELDT, 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.	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	
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 Decent 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.	Evaluation Of Researched-Based Activities To Determine if Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above. This year, as of May 15, 2015, we had 380 students participate in Accelerated Reader, with 323 of them actually earning points. These students took a total of 20,745 quizzes, with 16,410 quizzes receiving a score of 85% or better, earning a total of 19,601 points. 91% of the books they read were classed as Fiction, and 9% were classed as nonfiction. They read a total of 16,389 books and 116,148,391 words as measured by Accelerated Reader. For Accelerated Math, we had 165 students participate and master 3,580 objectives. We also had, through a limited Math Facts in a Flash subscription, 480 levels mastered with 77,247 facts practiced. This year we only had 6 Art Decents, down 3 from last year, who volunteered/provided the program consistently in 5 of our 7 grade levels or 13/20 classrooms. Our lead docent took the reins for Art Night this year and made nine interactive stations each focused on a specific artist and his/her style, extending the art instruction from the classroom into an opportunity to share art with parents as well. We added 317 books to the library collection this year from categorical dollars at a cost of \$4,575.32. We also purchased a new scanner for check in/check out and continued to purchase necessary supplies, such as book jacket covers, book binding tape, etc.
2.2 Additions to the Library Collection, various Library supplies and extra help for the Literary Resource Technician.	This year we purchased 90 Chromebooks for student use, 33 desktop computers for student use, 2 desktops for support staff, 8 short throw LCD projectors for classroom use to replace older models whose functionality has waned, 2 ELMO document cameras for classroom use to replace broken cameras, a new circulation scanner for the library, a Leap Frog XDi Mobile Learning Center (5 tablets, 5 headphones, \$100 in apps, 5 games, 5 cases) for a Kindergarten classroom, and 30 surge protectors to plug in all of the new technology.
2.3 Purchasing/replacing instructional technology that will assist teachers in helping students learn and demonstrate mastery of the Common Core State Standards.	

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
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 LeapFrog Tag Readers for primary classrooms, QuickFlip Common Core Curriculum charts for classrooms, pattern blocks, math manipulatives, novels for classrooms, Handwriting without Tears supplies for Kindergarten, etc.
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.	Purchases in this area include the supplemental curriculum from Measuring Up for EL and students needing some ELA intervention, Reading A-Z for K-2, RAZ Kids (a program similar to Accelerated Reader, but for K-3 classrooms), Reading Mastery Literature Anthologies for the RSP/RTI classroom, supplemental novels for 4th grade specifically.

GOAL #3

Increasing parent involvement in the school.

What data did you use to form this goal (findings from data analysis)? All data indicates that increased parent involvement will result in increased student performance.	What did the analysis of the data reveal that led you to this goal? See information to the left.
Who are the focus students and what is the expected growth? The entire school.	What data will be collected to measure student achievement? All data mentioned in earlier two goals.
What process will you use to monitor and evaluate the data? Parent and student involvement in the school and in its activities such as Curriculum Nights, Parent Information Nights, etc. I	Actions to improve achievement to exit program improvement (if applicable). 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. 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:

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
3.1	Purchase Parent Institute School Success Web Content Service and Complete Toolkit on Parent Involvement.	We continued to utilize the daily Facebook posts from Parent Institute throughout the school year, just stopping when our subscription ended in early May. The School Success Web Content Service continues to be on our school website, as does a widget for the aforementioned Parent Institute daily informational post for parents.
3.2	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.	We continued our mandatory Volunteer Training this year for any volunteer who wants to work in a classroom or on campus during the school day. Because we changed the requirement from yearly to every other year, we only trained an additional 33 parents this year. We were also able to continue providing a least a partial scholarship for the cost of required fingerprinting for parents interested in volunteering. Unfortunately, because of the way our district tracks expenses, we can't break down exactly how many parents we have helped, but we can say that we have spent \$592 towards helping parents with the cost of fingerprinting, roughly the cost of 8 complete fingerprintings or 16 partial fingerprintings.

SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2014-15

School: Browns Valley Elementary School

Principal: Lisa Goodman

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 5/19/15.

Principal's Signature: Lisa Goodman

SSC Chair Signature: Polly Harper

GOAL #1

Improving Student Performance in English Language Arts and Math:

All students will make progress toward proficiency of the Common Core State Standards as evidenced through improved test scores from classroom formative assessments, district benchmarks, and Open Court and Go Math program assessments.

What data did you use to form this goal (findings from data analysis)? • The California Standards Tests for ELA and Math from 2012-2013 • District Benchmark Assessments for ELA and Math • AYP Data for ELA and Math from 2012-2013	What did the analysis of the data reveal that led you to this goal? 2012-2013: While almost 75% of our 2nd – 6th grade students are performing at or above the proficient level in ELA (73.7%), approximately ¼ of our students are not (26.3%) according to last year's AYP data. District benchmarks also reveal that not all of our students are performing at grade level. In fact, according to the K - 6th grade assessments, only 64.8% of our students are at or above the proficiency level for ELA. 2012-2013: According to last year's AYP data for Math, 87% of our 2nd – 6th grade students are performing at or above the proficient level and 13% are not working at grade level. District benchmarks, though, do not concur with this. This data shows that only 81.4% of our K - 6th grade students and 75.8% of our 2nd – 6th grade students are at or above the proficient level in Math. Data from the 2014-15 school year is considered to be baseline data. For the 2015-16 school year, we will use this information to determine appropriate goals and interventions.
Who are the focus students and what is the expected growth? We will be focusing on all students in K – 5th grades with a stronger emphasis on students who scored below proficient on the 2012-2013 CST English Language Arts and Math assessments and on the district benchmarks and/or program assessments. We will be using the new district benchmarks to monitor our students' growth toward proficiency of the Common Core State Standards. These benchmarks will be utilized to create intervention plans for students who are not demonstrating proficiency of specific standards, to inform instructional practices including differentiated instruction, and as a tool for communicating student progress.	What data will be collected to measure student achievement? • District benchmark assessments • Program assessments for Open Court and Go Math • Classroom formative assessments • CELDT results • Student progress towards mastery of the CCSS as measured by the standards-based report card

What process will you use to monitor and evaluate the data? - Academic conferences between teachers and the principal - PLC collaboration time - Spreadsheets to analyze data - Academic and goal setting conferences between students, teachers and the principal - Review of district benchmark assessments, program assessments, classroom formative assessments, CELDT results, and student progress towards mastery of standards as measured by the standards-based report card	Actions to improve achievement to exit program improvement (if applicable). Not applicable.
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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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1 Reading promoted through a comprehensive literacy program through direct interaction with students including: reading to students, assisting students with appropriate book selections, helping students to develop research skills, introducing students to a variety of literature genres including informational text, supporting the ELA Common Core State Standards, monitoring students' progress on Accelerated Reader, and providing technology support and keyboarding skills.	Every student visited the library on a weekly basis and checked out books within their individualized reading range. Of the 122 first - fifth grade students who participated in the Accelerated Reader program, 109 of the students are reading at or above grade level according to the STAR Reading formative assessment and 116 students demonstrated reading growth from the beginning of the year to the last time the assessment was administered. For first grade, the average grade equivalency score from September to end of March increased by .6 grade levels with an average GE of 1.9, for 2nd grade the GE increased by 1.2 grade levels from August to April with the average GE being 3.2, for 3rd grade the change from October to March was 1.3 with an average GE of 5.5, for 4th grade the change from August through March was 1.4 with an average GE of 6.0, and for 5th grade the increase was 0.8 from August to May with an average GE at 6.2. While 89 % of our students are reading at or above grade level based on this assessment, 95% demonstrated reading growth. It is believed that the part-time Literacy Resource Technician played an important role in this growth since our students read 10, 800 books this year.
1.2 Provide before and/or after school tutoring targeting students who are below proficient in ELA and Math as a form of intensive intervention to preteach and reteach essential standards, promote critical thinking skills, and reinforce academic language.	Six teachers (grades 1, 2, 3, 4, and 5) provided after school tutoring for approximately two hours per week for 8 weeks to small groups of students (approximately 6) who were working below grade level in reading and in math. Teacher created informal assessments were used were used to monitor progress for these students through a pre-test/post-test. These assessments showed that all 36 students who participated in tutoring made academic growth. Since these students also participated in other types of classroom interventions, as well, it is not known if these interventions may have contributed to the growth. It is believed, though, that tutoring was a critical intervention for these targeted students.

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.3 Provide technology components and supplies to support and complement the implementation of the district adopted ELA and Math curriculum and supplementary curriculum via the SmartBoard and ELMO. This will support the Common Core State Standards, enhance active student engagement, and develop the technology skills necessary for college and career readiness. This also includes continuing the supplemental Renaissance Learning contract for Accelerated Reader / Accelerated Math and the Waterford contract or a comparable program to help improve ELA and Math skills. These programs will provide students with ongoing support to master grade level standards and comprehension skills and will provide teachers with critical data to identify students needing additional intervention to promote proficiency of the CCSS.	In addition to the evaluation for Action 1.1, which is directly aligned with Action 1.3, our students utilized the Accelerated Reader program and the Waterford program on a daily basis. Accelerated Reader points obtained this year ranged in 1st grade from .8 - 482.7. Only 9 students obtained less than 10 points, which equates to 20 books read and 20 tests taken. Through Browns Valley School's PTA and categorical funds, a computer lab was created for all classrooms to utilize on a daily basis. In addition to this, the Smartboard, the ELMO, and classroom computers were used on a daily basis as instructional strategies and as tools to enhance student engagement. There is not specific data to isolate this type of learning from the rest, but technology usage is considered to be a critical instructional strategy and is utilized by all staff members. Technology is believed to be one of the reasons for this school's success. As our students participated in the on-line SBAC testing, the technology components were fairly easy for the majority of our students because of the classroom experiences they have had involving computers and the interactive Smartboard applications.
1.4 To vary instructional strategies and provide equitable educational opportunity for all students, provide supplementary instructional materials that support the district adopted curriculum and the Common Core State Standards. This will allow 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.	Supplementary instructional materials were used to support the core curriculum and fill in the achievement gaps for students through whole class, small group and individualized settings. While it is difficult to show the direct implications of these resources, it is believed that they contributed to students' overall growth as demonstrated by the ongoing growth in teacher-created informal assessments and district benchmarks.
1.5 Continue maintenance contracts for the school copiers to produce enhancement pieces to the core curriculum. Provide paper for copies to support learning beyond the pages of the textbooks. Supplementary assignments make learning fun, actively engage students, and make the content more relevant to students as the teacher varies and improves instructional strategies.	Categorical funding was not used to support this goal.
1.6 Provide highly engaging books and resources to supplement the Library. Emphasis will be on informational text resources. This will motivate students to read and as a result, improve ELA skills.	Categorical funding was not used to support this goal.
1.7 Facilitate academic conferencing between teachers and the principal to review student progress data and monitor student achievement. Facilitate academic and goal-setting conferences between individual students, the teacher, and the principal to review individual student progress, determine measures of success, set achievable goals and create action plans.	Categorical funding was not used to support this goal.

GOAL #2

Shared Responsibility Through School Community Involvement:

Establish a positive school climate built on shared responsibility for student learning through student, parent, staff, and community involvement. This will support our student achievement goal (See School Goal #1.)

What data did you use to form this goal (findings from data analysis)? • Perceptual data from students and parents • Parent attendance in school-related activities • Student attendance data through Aeries • Discipline records • Review of parent communication tools (notes, School Messenger, phone logs, etc.)	What did the analysis of the data reveal that led you to this goal? According to the perceptual data from parents and students, both groups are fairly pleased with what is happening at Browns Valley School. Some parents, though, believe that school to home communication can be improved, as well as student safety. Some students believe that they do not have much freedom and choice in school and that students do not always treat each other with respect. These concerns will be addressed in this goal. While participation in school-related functions is relatively high, there are still some parents who are not actively involved. Our goal is to get all parents involved at some level. According to the SchoolCity data, average student attendance is fairly high at 96.8%. Attendance plays a critical role in student success, so we will continue to seek ways to improve student attendance.
Who are the focus students and what is the expected growth? We will be focusing on all students in K – 5th grades with a stronger emphasis on students who scored below proficient on the 2012-2013 CST English Language Arts and Math assessments, district benchmarks and program assessments. It is believed that improved academic growth and performance will transpire, as well as improved attendance through a strong sense of belonging in the school community and shared responsibility for student learning through student, parent, and community involvement.	What data will be collected to measure student achievement? • District benchmark assessments • Program assessments for Open Court and Go Math • Classroom formative assessments • CELDT results • Student progress towards mastery of the CCSS as measured by the standards-based report card

What process will you use to monitor and evaluate the data? • Perceptual data from students and parents • Parent attendance in school-related activities • Student attendance data through Aeries • Discipline records and behavioral referrals • Review of parent communication tools (notes, School Messenger, phone logs, etc.) • Academic performance correlations with attendance during academic conferences • School Site Council meetings	Actions to improve achievement to exit program improvement (if applicable). Not applicable.
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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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1 Continue to keep the school community informed about classroom activities, school-related functions and meetings, community events, suggestions on how to improve student academic success in the home, parent involvement handouts, the Common Core State Standards etc. through monthly newsletters, weekly notices, the school web site, email, and phone calls to provide ongoing communication with parents.	Categorical funding was not used to support this goal.
2.2 Provide communication with parents regarding the Common Core State Standards, progress toward meeting the standards, and developing individual plans for mastery of grade level expectations.	Categorical funding was not used to support this goal.
2.3 Facilitate Back-to-School Night, the Winter Program, Open House, Grandparents' Day, and Parents' Day to showcase Browns Valley School's strengths and accomplishments.	Categorical funding was not used to support this goal.
2.4 Facilitate parent workshops and curriculum nights, which will provide parents with ELA, Math, Science, Social Science, P.E., technology, and discipline strategies to incorporate at home to support students in building academic success. These strategies will be aligned with the Common Core State Standards used in the classroom to create a stronger home/school connection. Workshops will also be translated into primary languages, if needed.	This year, teachers facilitated parent workshops for the purpose of supporting parents with the new district-adopted Go Math program. Based on the feedback from parents, students, and staff and direct observations of the process, it is believed that parents obtained critical skills and resources to be able to support their children at home in the area of Math. The Think Central Math resources were utilized by parents on a regular basis as students completed homework and had opportunities for re-teaching and pre-teaching classroom lessons.
2.5 Facilitate monthly awards assemblies which invite parents and community members to recognize students for academic achievement, behavior, citizenship, attitude, and attendance and celebrate shared responsibility for student success.	Categorical funding was not used to support this goal.
2.6 Use of parent and community volunteers in the classroom to provide small group intervention to targeted students and assistance as needed.	There were over 30 parent volunteers that assisted in the classroom on a regular basis and/or attended field trips throughout the year. Many of these parents were actively involved in the Parent Teacher Association and Site Council. One parent needed financial support to pay for the fingerprinting fees and the TB test required to be a volunteer. The Site Council willingly approved this expenditure to encourage and support parent volunteers.

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.7 Facilitate school community meetings in which students, parents, teachers, and community members will share their input, individual perspectives, and have a voice in shared decision-making. Develop a student leadership team so that decisions can be made based on student perspectives and action plans for change can be created and facilitated by students.	Categorical funding was not used to support this goal.
2.8 Provide an enrichment program in which students can choose an elective based on students' strengths and interests such as art, music, drama, gardening, technology, yearbook, photography, etc. These electives will offer an engaging and motivational balance from the rigorous academic setting and will allow students to explore new opportunities and interests. This will also offer parents and community members an opportunity to share areas of expertise through greater funds of knowledge. Create an outdoor classroom / school and community garden to help students learn about the life sciences, environmental education, and also develop respect for living things through a hands-on approach to learning. Staff, students, parents and community member will take an active and participatory role in this project.	Categorical funding was not used to support this goal.h

GOAL #3

Professional Learning Communities:

Staff members will work together collaboratively in a Professional Learning Community with the purpose of helping all students learn and achieve at a high level. This collaboration will build staff capacity, purposeful teamwork, improve instructional strategies and positively impact student achievement. This will support our student achievement goal (See School Goal 1.)

What data did you use to form this goal (findings from data analysis)? • The California Standards Tests for ELA and Math from 2012-2013 • District benchmark assessments for ELA and Math • AYP Data for ELA and Math from 2012-2013	What did the analysis of the data reveal that led you to this goal? 2012-2013: While almost 75% of our 2nd – 6th grade students are performing at or above the proficient level in ELA (73.7%), approximately ¼ of our students are not (26.3%) according to last year's AYP data. District benchmarks also reveal that not all of our students are performing at grade level. In fact, according to the K - 6th grade assessments, only 64.8% of our students are at or above the proficiency level for ELA. According to last year's AYP data for Math, 87% of our 2nd – 6th grade students are performing at or above the proficient level and 13% are not working at grade level. District benchmarks, though, do not concur with this. This data shows that only 81.4% of our K - 6th grade students and 75.8% of our 2nd – 6th grade students are at or above the proficient level in Math. Through our work as a professional learning community, teachers will be gathering evidence for current levels of student learning, developing strategies and ideas to build on strengths and address growth areas in student learning, implement new instructional strategies, analyze the impact of the changes to find out what was effective and what was not, and apply what was learned in the next cycle of continuous improvement. Data from the 2014-15 school year is considered to be baseline data. For the 2015-16 school year, we will use this information to determine appropriate goals and interventions.
Who are the focus students and what is the expected growth? We will be focusing on all students in K – 5th grades with a stronger emphasis on students who scored below proficient on the 2012-2013 CST English Language Arts and Math assessments, district benchmarks and program assessments.	What data will be collected to measure student achievement? • District Benchmark Assessments • Program assessments for Open Court and Go Math • Classroom formative assessments • CELDT results • Student progress towards mastery of standards as measured by the standards-based report card

What process will you use to monitor and evaluate the data? • Academic conferences between teachers and the principal • PLC collaboration time • Spreadsheets to analyze assessment data • Academic and goal setting conferences between students, teachers, and the principal • Analyzing growth over time through improved practices and student learning • Review of district benchmark assessments, program assessments, classroom formative assessments, CELDT results, and student progress towards mastery of standards as measured by the standards-based report card	Actions to improve achievement to exit program improvement (if applicable). Not applicable.
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Please report progress in actions implemented this year:

Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.	
Actions To Be Taken To Reach This Goal	Categorical funding was not used to support this goal.
3.1 Dedicate time each month for ongoing Professional Learning Communities (PLC) and academic conferencing each trimester to discuss student progress, pace and develop curriculum that is aligned with the Common Core State Standards, determine current levels of understanding, determine intervention groups, collaborate on instructional strategies that support the CCSS, analyze assessment results, and set goals for all students' academic achievement.	
3.2 Provide professional development opportunities, training, and peer observations to support teacher knowledge of effective teaching strategies within the Common Core State Standards to positively impact student achievement.	With the new Waterford Early Reading Program that was obtained, teacher support and training was provided, which had a direct impact on students through effective utilization of the program in the classroom and computer lab. At the beginning of the school year, teachers from Cordua, Browns Valley, Dobbins, and Yuba Feather participated in a strength-finder workshop to learn more about the talents and strengths of individual team members for the purpose of creating more effective teams. Based on feedback from the workshop and observations throughout the year as teachers collaborated, it is believed that this workshop promoted collegiality, appropriate delegation based on individual's passion and strengths, greater respect and genuine encouragement for each other.

SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2014-15

School: Cedar Lane Elementary School

Principal: Jill Segner

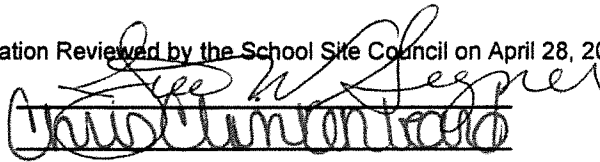
School Site Council Certification

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[7])

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. The top signature is for the Principal, Jill Segner, and the bottom signature is for the SSC Chair. Both signatures are written in dark ink over a horizontal line.

GOAL #1

Increase student Reading level as measured by Renaissance STAR reading assessment by over one year growth for students reading below grade level and at least one year of growth for students at grade level.

What data did you use to form this goal (findings from data analysis)? Data revealed students were not making one year of growth as evidenced by our drop in API scores. Math scores also declined.	What did the analysis of the data reveal that led you to this goal? We have many 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.
Who are the focus students and what is the expected growth? CELDT growth should be 1+ year as evidenced by the results of the assessment.	What data will be collected to measure student achievement? Data will include CST-like and CELDT Assessments. Other on-going assessments will be through STAR Reading, STAR Early Literacy, fluency and SIPPS. This will be done monthly or bi-monthly to monitor on-going student growth.
What process will you use to monitor and evaluate the data? We will look at the results of tutoring assessments and monitor STAR Reading, and STAR Early Literacy. We will evaluate the CELDTscores..	Actions to improve achievement to exit program improvement (if applicable). Increase student achievement on CELDT. Increase student achievement on ELA CST-like assessment. Increase student achievement on Math CST-like assessment.

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
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 and technology.	Our in-house staff member solved a great deal of issues without having to contact the District Office tech staff. Our District contact went out on pregnancy leave and then did not return to work. We had a couple different techs fill in, but solving problems was difficult, at best. Our staff member solved most problems without having to contact the District tech.

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
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, 2 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: EL Conference, CUE, Title 1 Conference, SCOE, Behavior Mod Conference. Out of District Training 01 3010 0 1110 1000 5220 105 4100 Substitutes for Training 01 3010 0 1110 1000 1105 105 4100 01 0003 0 1110 1000 1105 105 5299	Professional development was provided in multiple venues. A contract with SCOE for the services of Lois Mendoza, Conferences that included CUE, PBIS, School Safety, and SIPPSS all have enhanced the learning environment at Cedar Lane. CUE resulted in increased knowledge of applications that are available to staff. PBIS training was available to provide the second level of intervention at Cedar Lane. School Safety (2) made staff members aware of the local drugs, what people look like and smell like while using drugs, truancy, PBIS strategies and foster youth. Lois Mendoza provided training regarding text dependent questions, and other strategies that will support Common Core implementation.
1.3 Technology for students and staff. Laptops are used to integrate technology to support the core curriculum. iPads are used in Special Education and regular education classrooms to engage students in their individual learning experience. Chrome books for upper grades to do the same.	Chrome books have been provided for grades 3-6. Our next implementation will be classroom sets of IpadS beginning in 2nd grade and working down through kindergarten.
1.4 Contracts and support materials will be purchased to compliment the core curriculum through supplemental programs such as Waterford, Accelerated Reading, STAR, Unified Streaming, Starfall, Early Literacy, Moby Max	We did not purchase Waterford this year. We have used Accelerated Reader, STAR assessments, Moby Max, Discovery Learning, Starfall. Student engagement went up as evidenced by increased usage.
1.5 Copiers in a Title I 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 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. Integrated level intervention programs require supplemental materials to be copied on a daily basis. 01 0003 0 1110 1000 5801 105 5299	Copiers provided 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 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. Integrated level intervention programs require supplemental materials to be copied on a daily basis.

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
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, GLAD Strategies, Read Naturally, Avenues, Open Court workbooks that are not part of the core, Starfall worksheets, and Handwriting Without Tears. Reading intervention, SIPPS, Ellison Machine	SIPPS was our biggest addition this year. It made a huge difference in our student reading outcomes. For example, in 2nd grade alone 63 out of 69 students made growth as evidenced by increased levels of proficiency.
1.7 Print Shop to create learning aids to supplement classroom instruction 003 0 1110 1000 5711 105 5299	The print shop was used when we needed extra printing. It is a cost effective option when items are necessary.
1.8 Supplementary materials to enhance the classroom environment and to create complete usage of programs such as Waterford, AR, Starfall, Materials for supplemental projects.	Materials were used to enhance the school environment. For example, butterflies were used to demonstrate the growth cycle of caterpillars. Paper was used to print the outcome of AR assessments in the form of TOPS reports. (Three Opportunities to Praise a Student)
1.9 After-school tutoring. All students will be considered and be invited to attend based on need and standards currently being addressed.	7 teachers participated serving over 6-8 students each. All teachers will be providing attendance numbers and before and after tutoring data. Data reveals 80% of students attending made growth in the areas of focus. Students not making the same amount of growth indicated a poor participation rate.
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.	These incentives have enhanced the climate for students. We recognize students for perfect attendance, testing, and re-designation.

GOAL #2

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

What data did you use to form this goal (findings from data analysis)? Attendance data Student Referrals Para-educator to provide early intervention	What did the analysis of the data reveal that led you to this goal? The subgroup of caucasian students overall showed less than 96% attendance. The number of suspensions, while decreasing, needs to continue to decline
Who are the focus students and what is the expected growth? 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.	What data will be collected to measure student achievement? Ongoing attendance monitoring and parent contact. SARB referrals. Suspensions, referrals to Community resources. Ongoing monitoring assessments
What process will you use to monitor and evaluate the data? Ongoing monitoring on students with less than 96% attendance. Ongoing monitoring of behavior incidents.	Actions to improve achievement to exit program improvement (if applicable). 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:

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1 Student Services Coordinator/ Curriculum Coach will provide students with academic counseling, 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. Curriculum Coach will provide coaching to teachers with regards to the Core programs and the identification of Making Learning Visible; Where are you going, what is your next step, and how will you know when you get there. 01 0003 0 1110 3110 1304 105 5299	The Curriculum Coach assists teachers with planning and gathering resources that are related to converting current lessons to common core and raising the rigor of these lessons. Students are asked to explain their opinions and teachers need to be coached on how to help students state their opinions citing quotations from text. Also, we need to integrate more non fiction to curriculum and the Curriculum Coach helps with that as well. The Student Services Coordinator coordinated SST's, met with students for CICO, further implemented PBIS on campus, brought positive assemblies to school, work with students to solve issues in a positive manner, supervised Leadership students.

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
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.	Primary Language para-educators work with students that have little to no English. They work with students in order to accelerate the learning of the English language. This year we have had several Spanish speakers directly from Mexico with very little English. Students were assisted daily with the English language.
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. 01 7090 0 000 2420 105 5298	The Literacy Resource Technician has enhanced the school climate by purchasing new books, holding monthly themes to garner interest, held two book fairs and works to increase the volume of books checked out of the library daily.
2.4 Student Support Specialist 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 was not funded this year.
2.5 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	This was not funded this year.
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. 01 0003 0 1110 1000 2101 105 5299	The paras have provided small group instruction with the SIPPS program. They periodically assess students to show growth. First grade students began mid-year as the alphabet must be firmly in place for the program. 2nd grade has shown the most growth with most students exiting the program. A final assessment will be given the last week of school to ensure students have made progress and will be used for starting the 15-16 school year. A copy of the data sheet will be attached to this document for review.
2.7 Psychologist service	A .5 of psychological services was added this year to provide services to Cedar Lane students. Cedar Lane students deal with generational poverty, drug abuse, alcoholism, and an unsafe community. This service aids students that have issues and need extra 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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.8 PBIS Positive Behavior Intervention Support is the foundation of the climate of Cedar Lane Elementary School. ALL staff are on the same page when it comes to discipline and positive rewards for students. Continued training and implementation of CICO (check in check out) will continue to assist students in modifying the climate at the school. Attendance measures	According to records at the time of this review, suspensions and referrals all have declined. We have had one expulsion and one suspended expulsion. We need to work on a school-wide plan of bullying. We will be progressing to the tertiary level of our PBIS with the addition of a therapist provided by a grant through Yuba County Probation Department. Specifically the grant will work on student attendance through an Intervention Counselor 2.5 days a week and a Therapist two days a week.

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.

What data did you use to form this goal (findings from data analysis)? We used the call logs from School Messenger in order to evaluate the usefulness of the caller.	What did the analysis of the data reveal that led you to this goal? We had 90% of calls go through.
Who are the focus students and what is the expected growth? 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.	What data will be collected to measure student achievement? Student Achievement was gathered by staff and was the result of a lack of AYP and API data. CLE gathered SIPPS data, fluency, STAR Reading, CELDT, and Early Literacy data. Teachers met with Principal to review data and have discussions about how to best help a student succeed.
What process will you use to monitor and evaluate the data? Parent sign in at monthly meetings, attendance records.	Actions to improve achievement to exit program improvement (if applicable). Parents are always on the CLE campus. We have a Preschool Liaison that develops our contacts and we work to keep them. This year we have had

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
3.1 Provide snacks for monthly parent meetings. We have coffee, water, and a light snack. There is often over 60 adults in attendance. We provide weekly classes for parents that have included Parenting, Nutrition, Behavior management for Parents, Physical Fitness. We also provide babysitting for younger family members. Classes are in the morning and evenings. This past year we had over 75 sessions.	expenditure was not allowed but we provided through lottery funding.
3.2 Paper for notices for EL parents with regards to events, meetings, activities, and learning opportunities offered at the school.	Parents get School Messenger as well as a paper reminder.
3.3 Preschool Transition Plan 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.	

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
3.4 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.	PIQE was well attended with over 15 completing the course. While parents feel it is beneficial, we are going to skip a couple years until we get a new crop of parents. Some went through the level two training as well. It was well-received.

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Annual Program Evaluation - 2014-15

School: Mary Covillaud Elementary School

Principal: Doug Escherman

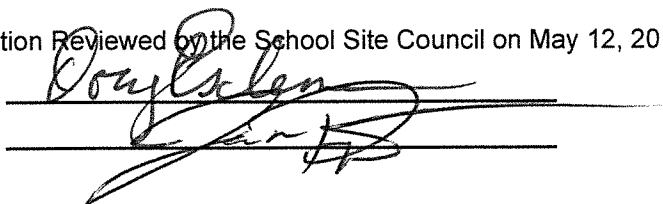
School Site Council Certification

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 12, 2015.

Principal's Signature: _____

SSC Chair Signature: _____

The image shows two handwritten signatures. The first signature, for the Principal, is written in dark ink and appears to be 'Doug Escherman'. The second signature, for the SSC Chair, is also in dark ink and is more stylized. Both signatures are written over horizontal lines that serve as guides for the signature placement.

GOAL #1

Improving Student Performance in English Language Arts and Math:

All students will make progress toward proficiency of the Common Core State Standards as evidenced through improved test scores from classroom formative assessments, district benchmarks, and Open Court and Go Math program assessments.

What data did you use to form this goal (findings from data analysis)? • The California Standards Tests for ELA and Math from 2012-2013 • District Benchmark Assessments for ELA and Math • AYP Data for ELA and Math from 2012-2013	What did the analysis of the data reveal that led you to this goal? 2012-2013: Only 66% of our 2nd – 5th grade students are performing at or above the proficient level in ELA, and 34% of our students are not according to last year's AYP data. District benchmarks also reveal that not all of our students are performing at grade level. In fact, according to the K - 5th grade assessments, only 51.8% of our students are at or above the proficiency level. 2012-2013: According to last year's AYP data for Math, 69.5% of our 2nd – 5th grade students are performing at or above the proficient level and 30.5% are not performing at grade level. District benchmarks show that only 66% of our K - 5th grade students and 58% of our 2nd – 5th grade students are at or above the proficient level. It is believed that our students have the potential to perform at a much higher level of proficiency than that. Data from the 2014-15 school year is considered to be baseline data. For the 2015-16 school year, we will use this information to determine appropriate goals and interventions.
Who are the focus students and what is the expected growth? We will be focusing on all students in K – 6th grades with a stronger emphasis on students who scored below proficient on the 2012-2013 CST English Language Arts and Math assessments and on the District Benchmarks and/or program assessments. We will be using the new district benchmarks to monitor our students' growth toward proficiency of the Common Core State Standards. These benchmarks will be utilized to create intervention plans for students who are not demonstrating proficiency of specific standards, to inform instructional practices including differentiated instruction, and as a tool for communicating student progress.	What data will be collected to measure student achievement? • District benchmark assessments • program assessments for Open Court and Go Math • Classroom formative assessments • CELDT results • Student progress towards mastery of the CCSS as measured by the standards-based report card

What process will you use to monitor and evaluate the data? - Academic conferences between teachers and the principal - PLC collaboration time - Spreadsheets to analyze data - Academic and goal setting conferences between students, teachers and the principal - Review of district benchmark assessments, program assessments, classroom formative assessments, CELDT results, and student progress towards mastery of standards as measured by the standards-based report card	Actions to improve achievement to exit program improvement (if applicable). Not applicable.
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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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1	Reading promoted through a comprehensive literacy program through direct interaction with students including: reading to students, assisting students with appropriate book selections, helping students to develop research skills, introducing students to a variety of literature genres including informational text, supporting the ELA Common Core State Standards, monitoring students' progress on Accelerated Reader, and providing technology support and keyboarding skills.	Every student visited the library once or twice per week and checked out books within their individualized reading range. Of the 101 first - fifth grade students who participated in the Accelerated Reader program, 76 of the students are reading at or above grade level according to the STAR Reading formative assessment and 86 students demonstrated reading growth from the beginning of the year to the last time the assessment was administered. For first grade, the average grade equivalency score from October to end of May increased by .8 grade levels with an average GE of 1.9, for 1st/2nd grade class, the GE increased by .7 grade levels from August to May with the average GE being 2.6, for the 3rd/4th grade class, the change from August to February was .4 with an average GE of 2.9, for the 4th/5th grade, the change from August through March was .8 with an average GE of 5.2. After reflective conversations with teachers, it was determined that upper grade students do not take the STAR test seriously, which could account for the lower than expected scores. Next year, more of an emphasis will be put on this. While 75 % of our students are reading at or above grade level based on this assessment, 85% demonstrated reading growth. It is believed that the part-time Literacy Resource Technician played an important role in this growth since our students read 12, 073 books this year.
1.2	Provide before and/or after school tutoring targeting students who are below proficient in ELA and Math as a form of intensive intervention to preteach and reteach essential standards, promote critical thinking skills, and reinforce academic language.	Four teachers (grades 1, 3, 4, and 5) provided after school tutoring for approximately two hours per week for 8 weeks to small groups of students (approximately 6) who were working below grade level in reading and in math. Teacher created informal assessments were used were used to monitor progress for these students through a pre-test/post-test. These assessments showed that all 24 students who participated in tutoring made academic growth. Since these students also participated in other types of classroom interventions, as well, it is not known if these interventions may have contributed to the growth. It is believed, though, that tutoring was a critical intervention for these targeted students.

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.3 Provide technology components and supplies to support and compliment the implementation of the district adopted ELA and Math curriculum and supplementary curriculum via the SmartBoard and ELMO. This will support the Common Core State Standards, enhance active student engagement, and develop the technology skills necessary for college and career readiness. This also includes continuing the supplemental Renaissance Learning contract for Accelerated Reader / Accelerated Math and the Waterford contract or a comparable program to help improve ELA and Math skills. These programs will provide students with ongoing support to master grade level standards and comprehension skills and will provide teachers with critical data to identify students needing additional intervention to promote proficiency of the CCSS.	In addition to the evaluation for Action 1.1, which is directly aligned with Action 1.3, our students utilized the Accelerated Reader program and the Waterford Early Reading program on a daily basis. 90/125 students reached the A.R. goal and attended the end-of-the-year field trip. The Smartboard, the ELMO, and classroom computers were used on a daily basis as instructional strategies and as tools to enhance student engagement. There is not specific data to isolate this type of learning from the rest, but technology usage is considered to be a critical instructional strategy and is utilized by all staff members. Technology is believed to be one of the reasons for this school's success. As our students participated in the on-line SBAC testing, the technology components were fairly easy for the majority of our students because of the classroom experiences they have had involving computers and the interactive Smartboard applications.
1.4 To vary instructional strategies and provide equitable educational opportunity for all students, provide supplementary instructional materials that support the district adopted curriculum and the Common Core State Standards. This will allow 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.	Supplementary instructional materials were used to support the core curriculum and fill in the achievement gaps for students through whole class, small group and individualized settings. While it is difficult to show the direct implications of these resources, it is believed that they contributed to students' overall growth as demonstrated by the ongoing growth in teacher-created informal assessments and district benchmarks.
1.5 Continue maintenance contracts for the school copier to produce enhancement pieces to the core curriculum. Provide paper for copies to support learning beyond the pages of the textbooks. Supplementary assignments make learning fun, actively engage students, and make the content more relevant to students as the teacher varies and improves instructional strategies.	Categorical funding was not used to support this goal.
1.6 Provide highly engaging books and resources to supplement the Library. Emphasis will be on informational text resources. This will motivate students to read and as a result, improve ELA skills.	Books were purchased for the Library to engage our reluctant readers and provide more exposure to informational text. With 12, 073 books read this year and some of them being the newly purchased books, it is believed that this expenditure positively benefited our students and promoted reading growth.
1.7 Facilitate academic conferencing between teachers and the principal to review student progress data and monitor student achievement. Facilitate academic and goal-setting conferences between individual students, the teacher, and the principal to review individual student progress, determine measures of success, set achievable goals, and create action plans.	Categorical funding was not used to support this goal.

GOAL #2

Shared Responsibility Through School Community Involvement:

Establish a positive school climate built on shared responsibility for student learning through student, parent, staff, and community involvement. This will support our student achievement goal (See School Goal #1.)

What data did you use to form this goal (findings from data analysis)? • Perceptual data from students and parents • Parent attendance in school-related activities • Student attendance data through Aeries • Discipline records • Review of parent communication tools (notes, School Messenger, phone logs, etc.)	What did the analysis of the data reveal that led you to this goal? According to the perceptual data from parents and students, both groups are fairly pleased with what is happening at Cordua School. Some parents, though, believe that school to home communication can be improved, as well as student respect for other students. Some students believe that they do not have much freedom and choice in school and that students do not always treat each other with respect. These concerns will be addressed in this goal. While participation in school-related functions is relatively high, there are still some parents who are not actively involved. Our goal is to get all parents involved at some level. According to the SchoolCity data, average student attendance is fairly high at 95.6%. Attendance plays a critical role in student success, so we will continue to seek ways to improve student attendance.
Who are the focus students and what is the expected growth? We will be focusing on all students in K – 6th grades with a stronger emphasis on students who scored below proficient on the 2012-2013 CSTs, district benchmarks and program assessments. It is believed that improved academic growth and performance will transpire, as well as improved attendance through a strong sense of belonging in the school community and shared responsibility for student learning through student, parent, and community involvement.	What data will be collected to measure student achievement? • District benchmark assessments • Program assessments for Open Court and Go Math • Classroom formative assessments • CELDT results • Student progress towards mastery of the CCSS as measured by the standards-based report card

What process will you use to monitor and evaluate the data? • Perceptual data from students and parents • Parent attendance in school-related functions • Student attendance data through Aeries • Discipline records and behavioral referrals • Review of parent communication tools (notes, School Messenger, phone logs, etc.) • Academic performance correlations with attendance during academic conferences • School Site Council meetings	Actions to improve achievement to exit program improvement (if applicable). Not applicable.
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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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1 Continue to keep the school community informed about classroom activities, school-related functions and meetings, community events, suggestions on how to improve student academic success in the home, parent involvement handouts, the Common Core State Standards, etc. through monthly newsletters, weekly notices, the school web site, email, and phone calls to provide ongoing communication with parents.	Categorical funding was not used to support this goal.
2.2 Provide communication with parents regarding the Common Core State Standards, progress toward meeting the standards, and developing individual plans for mastery of grade level expectations.	Categorical funding was not used to support this goal.
2.3 Facilitate Back-to-School Night, the Winter Program, Open House, Grandparents' Day, and Parents' Day to showcase Cordua School's strengths and accomplishments.	Categorical funding was not used to support this goal.
2.4 Facilitate parent workshops and curriculum nights, which will provide parents with ELA, Math, Science, Social Science, P.E., technology, and discipline strategies to incorporate at home to support students in building academic success. These strategies will be aligned with the Common Core State Standards used in the classroom to create a stronger home/school connection. Workshops will also be translated into primary languages, if needed.	This year, teachers facilitated parent workshops for the purpose of supporting parents with the new district-adopted Go Math program. Based on the feedback from parents, students, and staff and direct observations of the process, it is believed that parents obtained critical skills and resources to be able to support their children at home in the area of Math. The Think Central Math resources were utilized by parents on a regular basis as students completed homework and had opportunities for re-teaching and pre-teaching classroom lessons.
2.5 Facilitate awards assemblies which invite parents and community members to recognize students for academic achievement, behavior, citizenship, attitude, and attendance and celebrate shared responsibility for student success.	School-wide awards assemblies were held three times during the year and more often in classrooms to recognize students for their academic and behavioral accomplishments. These assemblies were very well-attended by parents and grandparents of the students receiving awards. Many awards were given to acknowledge our students and every student was recognized a number of times throughout the year. We believe that celebrating student success motivates our students to continue to work hard and honors the effort and shared responsibility of the entire learning community.

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.6 Use of parent and community volunteers in the classroom to provide small group intervention to targeted students and assistance as needed.	There were over 10 parent volunteers that assisted in the classroom on a regular basis and/or attended field trips throughout the year. Many of these parents were actively involved in the Parent Teacher Organization and Site Council. Two parents needed financial support to pay for the fingerprinting fees and the TB test required to be a volunteer. The Site Council willingly approved this expenditure to encourage and support parent volunteers.
2.7 Facilitate school community meetings in which students, parents, teachers, and community members will share their input, individual perspectives, and have a voice in shared decision-making. Develop a student leadership team so that decisions can be made based on student perspectives and action plans for change can be created and facilitated by students.	Categorical funding was not used to support this goal.
2.8 Provide a weekly enrichment program in which students can choose an elective based on students' strengths and interests such as art, music, drama, gardening, technology, yearbook, photography, etc. These electives will offer an engaging and motivational balance from the rigorous academic setting and will allow students to explore new opportunities and interests. This will also offer parents and community members an opportunity to share areas of expertise through greater funds of knowledge. Create an outdoor classroom / school and community garden to help students learn about the life sciences, environmental education, and also develop respect for living things through a hands-on approach to learning. Staff, students, parents and community member will take an active and participatory role in this project.	Categorical funding was not used to support this goal.

GOAL #3

Professional Learning Communities:

Staff members will work together collaboratively in a Professional Learning Community with the purpose of helping all students learn and achieve at a high level. This collaboration will build staff capacity, purposeful teamwork, improve instructional strategies and positively impact student achievement. This will support our student achievement goal (See School Goal #1.)

What data did you use to form this goal (findings from data analysis)? • The California Standards Tests for ELA and Math from 2012-2013 • District Benchmark Assessments for ELA and Math • AYP Data for ELA and Math from 2012-2013	What did the analysis of the data reveal that led you to this goal? 2012-2013: Only 66% of our 2nd – 5th grade students are performing at or above the proficient level in ELA, and 34% of our students are not according to last year's AYP data. District benchmarks also reveal that not all of our students are performing at grade level. In fact, according to the K - 5th grade assessments, only 51.8% of our students are at or above the proficiency level. According to last year's AYP data for Math, 69.5% of our 2nd – 5th grade students are performing at or above the proficient level and 30.5% are not performing at grade level. District benchmarks show that only 66% of our K - 5th grade students and 58% of our 2nd – 5th grade students are at or above the proficient level. It is believed that our students have the potential to perform at a much higher level of proficiency than that. Through our work as a professional learning community, teachers will be gathering evidence for current levels of student learning, developing strategies and ideas to build on strengths and address growth areas in student learning, implement new instructional strategies, analyze the impact of the changes to find out what was effective and what was not, and apply what was learned in the next cycle of continuous improvement. Data from the 2014-15 school year is considered to be baseline data. For the 2015-16 school year, we will use this information to determine appropriate goals and interventions.
Who are the focus students and what is the expected growth? We will be focusing on all students in K – 6th grades with a stronger emphasis on students who scored below proficient on the 2012-2013 CST English Language Arts and Math assessments, district benchmarks, and program assessments.	What data will be collected to measure student achievement? • District benchmark assessments • program assessments for Open Court and Go Math • Classroom formative assessments • CELDT results • Student progress towards mastery of standards as measured by the standards-based report card

What process will you use to monitor and evaluate the data? • Academic conferences between teachers and the principal • PLC collaboration time • Spreadsheets to analyze data • Academic and goal setting conferences between students, teachers, and the principal • Analyzing growth over time through improved practices and student learning • Review of district benchmark assessments, program assessments, classroom formative assessments, CELDT results, and student progress towards mastery of standards as measured by the standards-based report card	Actions to improve achievement to exit program improvement (if applicable). Not applicable.
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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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
3.1	Dedicate time each month for ongoing Professional Learning Communities (PLC) and academic conferencing each trimester to discuss student progress, pace and develop curriculum that is aligned with the Common Core State Standards, determine current levels of understanding, determine intervention groups, collaborate on instructional strategies that support the CCSS, analyze assessment results, and set goals for all students' academic achievement.	Categorical funding was not used to support this goal.
3.2	Provide professional development opportunities, training, and peer observations to support teacher knowledge of effective teaching strategies within the Common Core State Standards to positively impact student achievement.	With the new Waterford Early Reading Program that was obtained, teacher support and training was provided, which had a direct impact on students through effective utilization of the program in the primary grade classrooms. At the beginning of the school year, teachers from Cordua, Browns Valley, Dobbins, and Yuba Feather participated in a strength-finder workshop to learn more about the talents and strengths of individual team members for the purpose of creating more effective teams. Based on feedback from the workshop and observations throughout the year as teachers collaborated, it is believed that this workshop promoted collegiality, appropriate delegation based on individual's passion and strengths, greater respect and genuine encouragement for each other.

SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2014-15

School: Cordua Elementary School

Principal: Lisa Goodman

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 5/20/15.

Principal's Signature: Lisa Goodman

SSC Chair Signature: Ang Muna

GOAL #1

Improving Student Performance in English Language Arts and Math:

All students will make progress toward proficiency of the Common Core State Standards as evidenced through improved test scores from classroom formative assessments, district benchmarks, and Open Court and Go Math program assessments.

What data did you use to form this goal (findings from data analysis)? • The California Standards Tests for ELA and Math from 2012-2013 • District Benchmark Assessments for ELA and Math • AYP Data for ELA and Math from 2012-2013	What did the analysis of the data reveal that led you to this goal? 2012-2013: Only 66% of our 2nd – 5th grade students are performing at or above the proficient level in ELA, and 34% of our students are not according to last year's AYP data. District benchmarks also reveal that not all of our students are performing at grade level. In fact, according to the K - 5th grade assessments, only 51.8% of our students are at or above the proficiency level. 2012-2013: According to last year's AYP data for Math, 69.5% of our 2nd – 5th grade students are performing at or above the proficient level and 30.5% are not performing at grade level. District benchmarks show that only 66% of our K - 5th grade students and 58% of our 2nd – 5th grade students are at or above the proficient level. It is believed that our students have the potential to perform at a much higher level of proficiency than that. Data from the 2014-15 school year is considered to be baseline data. For the 2015-16 school year, we will use this information to determine appropriate goals and interventions.
Who are the focus students and what is the expected growth? We will be focusing on all students in K – 6th grades with a stronger emphasis on students who scored below proficient on the 2012-2013 CST English Language Arts and Math assessments and on the District Benchmarks and/or program assessments. We will be using the new district benchmarks to monitor our students' growth toward proficiency of the Common Core State Standards. These benchmarks will be utilized to create intervention plans for students who are not demonstrating proficiency of specific standards, to inform instructional practices including differentiated instruction, and as a tool for communicating student progress.	What data will be collected to measure student achievement? • District benchmark assessments • program assessments for Open Court and Go Math • Classroom formative assessments • CELDT results • Student progress towards mastery of the CCSS as measured by the standards-based report card

What process will you use to monitor and evaluate the data? • Academic conferences between teachers and the principal • PLC collaboration time • Spreadsheets to analyze data • Academic and goal setting conferences between students, teachers and the principal • Review of district benchmark assessments, program assessments, classroom formative assessments, CELDT results, and student progress towards mastery of standards as measured by the standards-based report card	Actions to improve achievement to exit program improvement (if applicable). Not applicable.
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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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1	Reading promoted through a comprehensive literacy program through direct interaction with students including: reading to students, assisting students with appropriate book selections, helping students to develop research skills, introducing students to a variety of literature genres including informational text, supporting the ELA Common Core State Standards, monitoring students' progress on Accelerated Reader, and providing technology support and keyboarding skills.	Every student visited the library once or twice per week and checked out books within their individualized reading range. Of the 101 first - fifth grade students who participated in the Accelerated Reader program, 76 of the students are reading at or above grade level according to the STAR Reading formative assessment and 86 students demonstrated reading growth from the beginning of the year to the last time the assessment was administered. For first grade, the average grade equivalency score from October to end of May increased by .8 grade levels with an average GE of 1.9, for 1st/2nd grade class, the GE increased by .7 grade levels from August to May with the average GE being 2.6, for the 3rd/4th grade class, the change from August to February was .4 with an average GE of 2.9, for the 4th/5th grade, the change from August through March was .8 with an average GE of 5.2. After reflective conversations with teachers, it was determined that upper grade students do not take the STAR test seriously, which could account for the lower than expected scores. Next year, more of an emphasis will be put on this. While 75 % of our students are reading at or above grade level based on this assessment, 85% demonstrated reading growth. It is believed that the part-time Literacy Resource Technician played an important role in this growth since our students read 12, 073 books this year.
1.2	Provide before and/or after school tutoring targeting students who are below proficient in ELA and Math as a form of intensive intervention to preteach and reteach essential standards, promote critical thinking skills, and reinforce academic language.	Four teachers (grades 1, 3, 4, and 5) provided after school tutoring for approximately two hours per week for 8 weeks to small groups of students (approximately 6) who were working below grade level in reading and in math. Teacher created informal assessments were used to monitor progress for these students through a pre-test/post-test. These assessments showed that all 24 students who participated in tutoring made academic growth. Since these students also participated in other types of classroom interventions, as well, it is not known if these interventions may have contributed to the growth. It is believed, though, that tutoring was a critical intervention for these targeted students.

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.3 Provide technology components and supplies to support and compliment the implementation of the district adopted ELA and Math curriculum and supplementary curriculum via the SmartBoard and ELMO. This will support the Common Core State Standards, enhance active student engagement, and develop the technology skills necessary for college and career readiness. This also includes continuing the supplemental Renaissance Learning contract for Accelerated Reader / Accelerated Math and the Waterford contract or a comparable program to help improve ELA and Math skills. These programs will provide students with ongoing support to master grade level standards and comprehension skills and will provide teachers with critical data to identify students needing additional intervention to promote proficiency of the CCSS.	In addition to the evaluation for Action 1.1, which is directly aligned with Action 1.3, our students utilized the Accelerated Reader program and the Waterford Early Reading program on a daily basis. 90/125 students reached the A.R. goal and attended the end-of-the-year field trip. The Smartboard, the ELMO, and classroom computers were used on a daily basis as instructional strategies and as tools to enhance student engagement. There is not specific data to isolate this type of learning from the rest, but technology usage is considered to be a critical instructional strategy and is utilized by all staff members. Technology is believed to be one of the reasons for this school's success. As our students participated in the on-line SBAC testing, the technology components were fairly easy for the majority of our students because of the classroom experiences they have had involving computers and the interactive Smartboard applications.
1.4 To vary instructional strategies and provide equitable educational opportunity for all students, provide supplementary instructional materials that support the district adopted curriculum and the Common Core State Standards. This will allow 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.	Supplementary instructional materials were used to support the core curriculum and fill in the achievement gaps for students through whole class, small group and individualized settings. While it is difficult to show the direct implications of these resources, it is believed that they contributed to students' overall growth as demonstrated by the ongoing growth in teacher-created informal assessments and district benchmarks.
1.5 Continue maintenance contracts for the school copier to produce enhancement pieces to the core curriculum. Provide paper for copies to support learning beyond the pages of the textbooks. Supplementary assignments make learning fun, actively engage students, and make the content more relevant to students as the teacher varies and improves instructional strategies.	Categorical funding was not used to support this goal.
1.6 Provide highly engaging books and resources to supplement the Library. Emphasis will be on informational text resources. This will motivate students to read and as a result, improve ELA skills.	Books were purchased for the Library to engage our reluctant readers and provide more exposure to informational text. With 12, 073 books read this year and some of them being the newly purchased books, it is believed that this expenditure positively benefited our students and promoted reading growth.
1.7 Facilitate academic conferencing between teachers and the principal to review student progress data and monitor student achievement. Facilitate academic and goal-setting conferences between individual students, the teacher, and the principal to review individual student progress, determine measures of success, set achievable goals, and create action plans.	Categorical funding was not used to support this goal.

GOAL #2

Shared Responsibility Through School Community Involvement:

Establish a positive school climate built on shared responsibility for student learning through student, parent, staff, and community involvement. This will support our student achievement goal (See School Goal #1.)

What data did you use to form this goal (findings from data analysis)? • Perceptual data from students and parents • Parent attendance in school-related activities • Student attendance data through Aeries • Discipline records • Review of parent communication tools (notes, School Messenger, phone logs, etc.)	What did the analysis of the data reveal that led you to this goal? According to the perceptual data from parents and students, both groups are fairly pleased with what is happening at Cordua School. Some parents, though, believe that school to home communication can be improved, as well as student respect for other students. Some students believe that they do not have much freedom and choice in school and that students do not always treat each other with respect. These concerns will be addressed in this goal. While participation in school-related functions is relatively high, there are still some parents who are not actively involved. Our goal is to get all parents involved at some level. According to the SchoolCity data, average student attendance is fairly high at 95.6%. Attendance plays a critical role in student success, so we will continue to seek ways to improve student attendance.
Who are the focus students and what is the expected growth? We will be focusing on all students in K – 6th grades with a stronger emphasis on students who scored below proficient on the 2012-2013 CSTs, district benchmarks and program assessments. It is believed that improved academic growth and performance will transpire, as well as improved attendance through a strong sense of belonging in the school community and shared responsibility for student learning through student, parent, and community involvement.	What data will be collected to measure student achievement? • District benchmark assessments • Program assessments for Open Court and Go Math • Classroom formative assessments • CELDT results • Student progress towards mastery of the CCSS as measured by the standards-based report card

What process will you use to monitor and evaluate the data? • Perceptual data from students and parents • Parent attendance in school-related functions • Student attendance data through Aeries • Discipline records and behavioral referrals • Review of parent communication tools (notes, School Messenger, phone logs, etc.) • Academic performance correlations with attendance during academic conferences • School Site Council meetings	Actions to improve achievement to exit program improvement (if applicable). Not applicable.
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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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1 Continue to keep the school community informed about classroom activities, school-related functions and meetings, community events, suggestions on how to improve student academic success in the home, parent involvement handouts, the Common Core State Standards, etc. through monthly newsletters, weekly notices, the school web site, email, and phone calls to provide ongoing communication with parents.	Categorical funding was not used to support this goal.
2.2 Provide communication with parents regarding the Common Core State Standards, progress toward meeting the standards, and developing individual plans for mastery of grade level expectations.	Categorical funding was not used to support this goal.
2.3 Facilitate Back-to-School Night, the Winter Program, Open House, Grandparents' Day, and Parents' Day to showcase Cordua School's strengths and accomplishments.	Categorical funding was not used to support this goal.
2.4 Facilitate parent workshops and curriculum nights, which will provide parents with ELA, Math, Science, Social Science, P.E., technology, and discipline strategies to incorporate at home to support students in building academic success. These strategies will be aligned with the Common Core State Standards used in the classroom to create a stronger home/school connection. Workshops will also be translated into primary languages, if needed.	This year, teachers facilitated parent workshops for the purpose of supporting parents with the new district-adopted Go Math program. Based on the feedback from parents, students, and staff and direct observations of the process, it is believed that parents obtained critical skills and resources to be able to support their children at home in the area of Math. The Think Central Math resources were utilized by parents on a regular basis as students completed homework and had opportunities for re-teaching and pre-teaching classroom lessons.
2.5 Facilitate awards assemblies which invite parents and community members to recognize students for academic achievement, behavior, citizenship, attitude, and attendance and celebrate shared responsibility for student success.	School-wide awards assemblies were held three times during the year and more often in classrooms to recognize students for their academic and behavioral accomplishments. These assemblies were very well-attended by parents and grandparents of the students receiving awards. Many awards were given to acknowledge our students and every student was recognized a number of times throughout the year. We believe that celebrating student success motivates our students to continue to work hard and honors the effort and shared responsibility of the entire learning community.

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.6 Use of parent and community volunteers in the classroom to provide small group intervention to targeted students and assistance as needed.	There were over 10 parent volunteers that assisted in the classroom on a regular basis and/or attended field trips throughout the year. Many of these parents were actively involved in the Parent Teacher Organization and Site Council. Two parents needed financial support to pay for the fingerprinting fees and the TB test required to be a volunteer. The Site Council willingly approved this expenditure to encourage and support parent volunteers.
2.7 Facilitate school community meetings in which students, parents, teachers, and community members will share their input, individual perspectives, and have a voice in shared decision-making. Develop a student leadership team so that decisions can be made based on student perspectives and action plans for change can be created and facilitated by students.	Categorical funding was not used to support this goal.
2.8 Provide a weekly enrichment program in which students can choose an elective based on students' strengths and interests such as art, music, drama, gardening, technology, yearbook, photography, etc. These electives will offer an engaging and motivational balance from the rigorous academic setting and will allow students to explore new opportunities and interests. This will also offer parents and community members an opportunity to share areas of expertise through greater funds of knowledge. Create an outdoor classroom / school and community garden to help students learn about the life sciences, environmental education, and also develop respect for living things through a hands-on approach to learning. Staff, students, parents and community member will take an active and participatory role in this project.	Categorical funding was not used to support this goal.

GOAL #3

Professional Learning Communities:

Staff members will work together collaboratively in a Professional Learning Community with the purpose of helping all students learn and achieve at a high level. This collaboration will build staff capacity, purposeful teamwork, improve instructional strategies and positively impact student achievement. This will support our student achievement goal (See School Goal #1.)

What data did you use to form this goal (findings from data analysis)? • The California Standards Tests for ELA and Math from 2012-2013 • District Benchmark Assessments for ELA and Math • AYP Data for ELA and Math from 2012-2013	What did the analysis of the data reveal that led you to this goal? 2012-2013: Only 66% of our 2nd – 5th grade students are performing at or above the proficient level in ELA, and 34% of our students are not according to last year's AYP data. District benchmarks also reveal that not all of our students are performing at grade level. In fact, according to the K - 5th grade assessments, only 51.8% of our students are at or above the proficiency level. According to last year's AYP data for Math, 69.5% of our 2nd – 5th grade students are performing at or above the proficient level and 30.5% are not performing at grade level. District benchmarks show that only 66% of our K - 5th grade students and 58% of our 2nd – 5th grade students are at or above the proficient level. It is believed that our students have the potential to perform at a much higher level of proficiency than that. Through our work as a professional learning community, teachers will be gathering evidence for current levels of student learning, developing strategies and ideas to build on strengths and address growth areas in student learning, implement new instructional strategies, analyze the impact of the changes to find out what was effective and what was not, and apply what was learned in the next cycle of continuous improvement. Data from the 2014-15 school year is considered to be baseline data. For the 2015-16 school year, we will use this information to determine appropriate goals and interventions.
Who are the focus students and what is the expected growth? We will be focusing on all students in K – 6th grades with a stronger emphasis on students who scored below proficient on the 2012-2013 CST English Language Arts and Math assessments, district benchmarks, and program assessments.	What data will be collected to measure student achievement? • District benchmark assessments • program assessments for Open Court and Go Math • Classroom formative assessments • CELDT results • Student progress towards mastery of standards as measured by the standards-based report card

What process will you use to monitor and evaluate the data? • Academic conferences between teachers and the principal • PLC collaboration time • Spreadsheets to analyze data • Academic and goal setting conferences between students, teachers, and the principal • Analyzing growth over time through improved practices and student learning • Review of district benchmark assessments, program assessments, classroom formative assessments, CELDT results, and student progress towards mastery of standards as measured by the standards-based report card	Actions to improve achievement to exit program improvement (if applicable). Not applicable.
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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
	Include specific expenditures and report student achievement outcomes based on measurements noted above.	
	Categorical funding was not used to support this goal.	
3.1	Dedicate time each month for ongoing Professional Learning Communities (PLC) and academic conferencing each trimester to discuss student progress, pace and develop curriculum that is aligned with the Common Core State Standards, determine current levels of understanding, determine intervention groups, collaborate on instructional strategies that support the CCSS, analyze assessment results, and set goals for all students' academic achievement.	With the new Waterford Early Reading Program that was obtained, teacher support and training was provided, which had a direct impact on students through effective utilization of the program in the primary grade classrooms.
3.2	Provide professional development opportunities, training, and peer observations to support teacher knowledge of effective teaching strategies within the Common Core State Standards to positively impact student achievement.	At the beginning of the school year, teachers from Cordua, Browns Valley, Dobbins, and Yuba Feather participated in a strength-finder workshop to learn more about the talents and strengths of individual team members for the purpose of creating more effective teams. Based on feedback from the workshop and observations throughout the year as teachers collaborated, it is believed that this workshop promoted collegiality, appropriate delegation based on individual's passion and strengths, greater respect and genuine encouragement for each other.

SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2014-15

School: Dobbins Elementary School

Principal: Lynne Cardoza

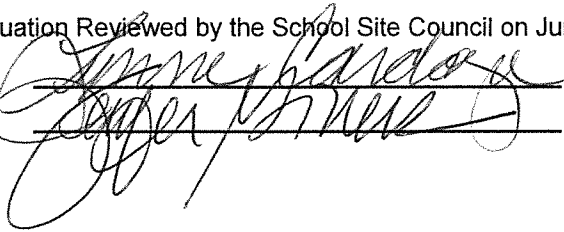
School Site Council Certification

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 2, 2015.

Principal's Signature:

SSC Chair Signature:

The image shows two handwritten signatures in black ink. The top signature is for the Principal, Lynne Cardoza, and the bottom signature is for the SSC Chair. Both signatures are written over horizontal lines that serve as a signature line.

GOAL #1

Improve student achievement in English Language Arts and Math. By June 2015, the number of students attaining proficiency will increase by 5% in both Language Arts and Math, as measured by District Benchmark and Curriculum Embedded Assessments.

What data did you use to form this goal (findings from data analysis)? 2013 CST Scores	What did the analysis of the data reveal that led you to this goal? Our 2013, CST results indicate that 33.3% of our students are proficient in ELA and 50% of our students are proficient in Mathematics.
Who are the focus students and what is the expected growth? Focus Students: All Students Expected growth: The number of students attaining proficiency will increase by 5%	What data will be collected to measure student achievement? CST scores, Benchmark scores, STAR Reading scores, API and AYP scores
What process will you use to monitor and evaluate the data? Ongoing monitoring and analysis of Renaissance STAR, Benchmark and embedded assessment data.	Actions to improve achievement to exit program improvement (if applicable). Targeted intervention and tutoring support in ELA and Math to increase student achievement.

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 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 and Math through the implementation of the web based Accelerated Reader and Math Programs. These programs also provide teachers essential data in identifying students who need additional intervention to attain proficiency.	We used the Accelerated Reader Program school wide. 1,296 tests were passed at or above the 85% proficiency rate with a school wide percent correct average of 81.4% An additional 100 titles were purchased to add to our Accelerated Reader Collection of books.
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.	Supplementary materials, for example Weekly Reader for all grade levels, were purchased to enhance Common Core instruction and provide equitable educational opportunities for all students. Paper, ink, and copy machines were used to print supplementary instructional materials, assessments, and reports.
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.	Our Literacy Resource Technician worked 3.75 hours 5 days per week. She worked directly with students daily to enhance student opportunities to read and utilize the computer lab. She maintained and supported the AR program as well.
1.4	Provide targeted intervention to students who are below proficient in ELA and/or math to preteach and reteach essential standards in small group and or individual settings.	We had one teacher who provided intervention tutoring to students.
1.5	Provide small group ELA and Math direct learning opportunities and teacher support in K – 6 classrooms.	We supplemented our para-educator's wages so that she would be on site 3.5 hours 5 days per week. She provided small group instruction and intervention to grades 2 - 6.
1.6	Improve student achievement through the use and integration of technology.Support technology based learning and enhance active student engagement.	Supplemental technology programs, i.e. Spelling City, were used to enhance student learning through technology.

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
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.	Our entire staff, certificated and classified, participated in training from the Youth Development Network on identifying and utilizing strengths to enhance the job we do.

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 5% as measured by District Benchmark and Curriculum Embedded Assessments by June, 2015.

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

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 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	This expense was covered at the District level.
2.2	Provide Opportunities for parents to become actively involved in their child's education by becoming school/classroom volunteers	Three parents were fingerprinted at the school's expense. These parents are now able to be on campus and actively participate in their child's education.
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.	Our Read Across America celebration included education for parents on the importance of reading at home with their children.

SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2014-15

School: Edgewater Elementary School

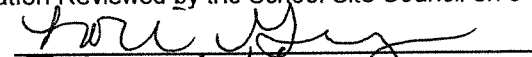
Principal: Lori Guy

School Site Council Certification

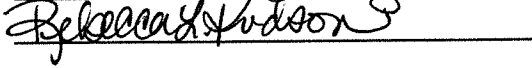
The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on 6-1-2015.

Principal's Signature:



SSC Chair Signature:



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%.

What data did you use to form this goal (findings from data analysis)? CST, district benchmarks, Accelerated Reader statistics, teacher assessments and student classroomwork. 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.	What did the analysis of the data reveal that led you to this goal? 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).
Who are the focus students and what is the expected growth? Students in grades 2-6.	What data will be collected to measure student achievement? STAR reading; CST ELA; MJUSD benchmark assessments; Accelerated Reader participation and success rate; Read Naturally assessments; teacher assessments and student classroomwork performance; Open Court assessments; attendance rates
What process will you use to monitor and evaluate the data? Grade level articulation meetings after each benchmark 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.	Actions to improve achievement to exit program improvement (if applicable). 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.

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 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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
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.	366.5 hours of after-school tutoring was provided to students by 8 teachers providing services at our site. The number of students being retained reduced 10% from last year. In 6th grade 22 students received tutoring throughout the year. One student group A (a group of 10 students) was at risk of retention but improved enough to pass his class. The average improvement by these students was a 10% overall increase in ELA and a 17% increase in math based on teacher assessments and pre-post tests in addition to classroom performance. The teacher reported more classroom participation from the students attending tutoring. The second group of 12 throughout the year receiving 2-10 weeks of tutoring in math only improved 25% in math based on teacher assessment and observations; Eight 5th grade students received tutoring after-school in math. All students increased their math scores by at least 20%. One student improved from 6% performance to 74%. Another from 40% to 60%. A third student improved from 27% to 74% after the tutoring sessions. 8-10 third grade students participated in tutoring in ELA and math throughout the year with groups changing based on needs. Participants demonstrated an 85% increase in multiplication facts and a 34% growth overall in math. In ELA third grade students demonstrated growth of approximately one grade level in fluency and comprehension. Twelve first grade students received tutoring throughout the year. Of these students all were at risk of retention. Two were retained and one was tested and qualified for special education after not making appropriate progress. The remaining students mastered at least 50% more site words. Fluency rates also improved by an average of 30% growth. Five could count to at least 119/120 and three others were able to count over 100. At the post test, student in the remaining tutoring group knew an average of 19/21 consonant sounds. And an average of 6/10 vowel sounds. Intervention groups receiving read naturally with a para-educator grew by an average of 1.3 grade levels equivalent in fluency and comprehension based on pre and post assessments. 286 students earned medals this year with 145 earning a gold. Ten students were reclassified this year.
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.	Release time was provided for all grade levels for articulation, data analysis and peer observations. Teachers had opportunities to dialogue about effective teaching strategies, curriculum alignment, intervention strategies and student achievement. Extra duty hours were used to provide technology assistance to teachers and supplemental programs for instruction and resources from Mrs. Duenas and Mr. Goode. As a result, all teachers had a variety of instructional resources, games for use and resources for utilizing their Smartboards and Ipads in the classroom. Teacher implementation was observed by Mrs. Guy during weekly walk throughs and formal observations throughout the year. Each grade level had a minimum of 3 days of release time for articulation. Four were planned but due to sub shortages some were reduced by 1/2 to 1 day of articulation. The days focused on student achievement and curriculum alignment in addition to classroom management and teaching strategies.
1.3 Provide supplemental instructional materials to improve instruction, and provide students with extended learning opportunities.. 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 this year reduced from 10 to 9. 286 students received medals this year with 145 earning gold. Ten students were reclassified this year.
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, Enchanted Learning and technology for student assessments and access to district data resources. Provide listening centers for intervention groups and classroom workshop activities.	Over 75% of our students participated in Accelerated Reading. 39,823 AR books were read and 165,884,936 words based on reading practice quizzes passed. We had 89 students earn enough points for bronze medals, 52 silver and 145 gold for a total of 286 medals. 880 facts were practiced this year on MathFact in a flash.
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 10 last year to 9 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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
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.	43 SST's were scheduled with 38 being held with parent attendance. An additional 19 SST follow up meetings were held. She met with and/or visited classrooms, supervised play on the playgrounds and met with approximately 30 students per week. The Elementary Student Support Specialist monitored two students on suspended expulsion contracts meeting with them at least weekly. Additionally, the Elementary Student Support Specialist contacted an average of 15 parents per day.
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 15 parents and with PTO and Lottery funds, another 20 parents will be fingerprinted.	17 additional 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.	Over 40 parents and/or community members attended our annual volunteer luncheon. For all events we have had as many volunteers as needed. Over seventy volunteers assisted with the Edgewater track installation in addition to 10 businesses making donations. For Read Across America we had over 50 volunteers reading to students. For our Fall Festival and jog-a -thon we had over 35 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. Other technological devices may be provided including electronic readers, laptops, etc.	An additional 60 Ipads were added to our site this year. 10 for RSP and site intensive intervention groups. 10 for intervention groups. 40 and an Ipad cart for 5th and 6th grade use. Kindergarten classrooms each have 12 Kindle tablets for work during their workshop instruction time.

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.

What data did you use to form this goal (findings from data analysis)? 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.	What did the analysis of the data reveal that led you to this goal? 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.
Who are the focus students and what is the expected growth? K-6 and we expect to increase participation and number of books, pages and words read by 15%.	What data will be collected to measure student achievement? Accelerated Reader Participation, number of books, pages and words read MJUSD benchmark assessments CST assessments (2-6) Library patronage and circulation reports
What process will you use to monitor and evaluate the data? 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.	Actions to improve achievement to exit program improvement (if applicable). Increasing student reading ability resulting in more students scoring proficient and advanced on CSTs.

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
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).	Over parents and community members participated in our Read Across America day as logged in our visitor sign in sheets. 286 students earned medals in the AR reading contest with 145 reaching the gold level. Hours for our literacy resource technician were increased to better serve our students and parents. There are 516 patrons to our library this year with only 488 students enrolled. The additional patrons include parents. Families are frequently in the library after-school reading and/or students are taking AR quizzes.
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. Additionally we will start building a library of e-books.	The number of titles in the library increased by 1,882 titles more than last year totaling 10,831 titles this year with an additional 9,450 copies available for checkout.
2.3 Provide books in other languages and about different cultures for parents to check out and read with their children.	Not currently funded.

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.4 Provide a checkout system which allows students to locate books based on titles, authors, or subject.	30,157 books were checked out from the library 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 was 286. 51% of the students earning medals reached the gold level.

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%.

What data did you use to form this goal (findings from data analysis)? 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	What did the analysis of the data reveal that led you to this goal? 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.
Who are the focus students and what is the expected growth? EL students grade 3 to 6.	What data will be collected to measure student achievement? CELDT, CST, redesignation numbers, MJUSD benchmark data, classroom assessments and work samples, and intervention assessments.
What process will you use to monitor and evaluate the data? 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.	Actions to improve achievement to exit program improvement (if applicable). 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:

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 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.	One para-educator is dedicated to working with EL students during grade level workshop time.
3.2	Provide technology to assist teachers with instruction and to supplement the curriculum for students. Provide programs i.e., English and Math in a Flash, Discovery Learning and Brain Pop to increase comprehensible input for EL students by providing visual and interactive instruction.	Brain Pop, Math in a Flash and English in a Flash were available for all classrooms. 880 math facts were practiced using Math in a Flash. 10 students were reclassified this year.
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.	See goal 1.3. 10 students were reclassified this year.
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.	15 hours were provided by a teacher to hold 5 parent meetings, articulated with teachers, monitor EL students progress and communicate with parents.
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.	See goal 1.1. 10 students were reclassified this year.
3.6	Provide translation for our Hmong students and for parent/teacher communication. Our Hmong population is under 15% of our enrollment.	Services were not needed 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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
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.	Not currently funded.

SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2014-15

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 05/26/2015.

Principal's Signature:



SSC Chair Signature:



GOAL #1

Students will make academic growth/progress on three forms of measures: 1) SBAC Scores 2) CELDT Scores 3) Show a growth 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, intervention and tutoring 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, Social Science and behavioral management.

What data did you use to form this goal (findings from data analysis)? Results from the SBAC Results of the district benchmark exams Results of the CELDT assessments Intervention recording sheets Articulation and PLC meeting with grade levels CAB tests Sign-in sheets Classroom assessments and intervention tests (developed by teachers and tests within the units)	What did the analysis of the data reveal that led you to this goal? Students that receive high quality instruction that are engaged perform better on individual assessments and state assessments. District assessments have shown some improvement. Data sheets will be provided upon request. CELDT Scores keep improving and students were RFEP 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.
Who are the focus students and what is the expected growth? Preschool through 6th grade students EL, ELA and Math Students Students with disabilities All students will grow from high quality first instruction with student engaged lessons.	What data will be collected to measure student achievement? 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. 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.

What process will you use to monitor and evaluate the data? Analyze data provided to indicate if there was growth by students. How many had growth? How much growth? Was the growth worth the expenditure?	Actions to improve achievement to exit program improvement (if applicable). 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.
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Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	
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 and tutoring will allow for teachers to meet and 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.	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above. This year Ella redesignated 7 students using: Teacher collaboration for lesson study using EL strategies 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. 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.
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: CABC, EL Conference, CUE, Title 1 Conference, SCOE, GLAD, CLES, Common Core trainings and Behavior Mod Conference. Additionally, staff will attend trainings that will enable staff to develop a critical and necessary mission and vision of Ella.	Professional Development included but was not limited to: Computer Using Educators 40% Title 1 Conference 10% Title 3 Conference 10% CLES Conferences 40% Weekly Articulation 100% CELDT Training 100% GLAD Training 100% Site Level PD 100% Write Steps 100% SCOE trainings 100% 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 14-15 school 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 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 12 students redesignated and this year we had 8 students redesignated. That change is due to not having results from the SBAC and students had a higher qualifier to be RFEP. 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 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 and IEP 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 (32), referrals to Victim Witness (12), Home visits (55), Crisis intervention with students (38), Child Protection Service reports (21) and Request for screening for vision for students (15).
1.5 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) SBAC Scores 2) CELDT Scores 3) Show a growth on the API and subgroups of AYP

What data did you use to form this goal (findings from data analysis)? Results from the SBAC Results of the district benchmark exams Results of the CELDT assessments Intervention recording sheets Articulation and PLC meeting with grade levels CAB tests iReady Classroom assessments and intervention tests (developed by teachers in Edusoft)	What did the analysis of the data reveal that led you to this goal? Students that receive high quality instruction that are engaged perform better on district assessments and state assessments. We have students being redesignated and this allows for more access to there education in the future.
Who are the focus students and what is the expected growth? Preschool through 6th grade students EL, ELA and Math Students Students with disabilities All students will grow from high quality first instruction with student engaged lessons.	What data will be collected to measure student achievement? 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 7 students that were redesignated.
What process will you use to monitor and evaluate the data? Analyze data provided to indicate if there was growth by students. How many had growth? How much growth? Was the growth worth the expenditure?	Actions to improve achievement to exit program improvement (if applicable). Our EL population benefited from the extra tutoring and support by the teachers. We had 7 students redesignated.

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 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 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 14-15 school year. 100% of students are signed into K-6 iReady and students use it when in need of remediation too. 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 SBAC 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.

What data did you use to form this goal (findings from data analysis)? We used the call logs from School Messenger in order to evaluate the usefulness of the caller.	What did the analysis of the data reveal that led you to this goal? We had 95% of calls go through.
Who are the focus students and what is the expected growth? 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.	What data will be collected to measure student achievement? As always, student achievement is measured by API and AYP. But it is also imperative to monitor attendance.
What process will you use to monitor and evaluate the data? Parent sign in at monthly meetings, attendance records.	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 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.	93% of calls went 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 25 new parents start helping out at the school.

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Annual Program Evaluation - 2014-15

School: Johnson Park Elementary School

Principal: Sarah O'Brien

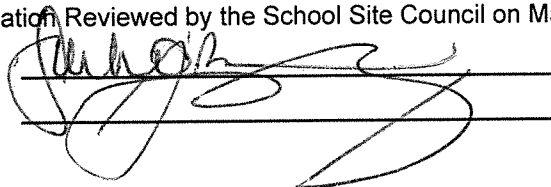
School Site Council Certification

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 19, 2015.

Principal's Signature:

SSC Chair Signature:

The image shows two handwritten signatures in black ink. The first signature, for the Principal, is written on the top horizontal line. The second signature, for the SSC Chair, is written on the bottom horizontal line. Both signatures are 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.

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

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 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 classify 12% of our EL students 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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
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: Oct. 16th - K/1 Apr. 16th - K/1 **Oct. 14th - 2/3 Apr. 21st -2/3 Oct. 22nd-4/5/6 Apr. 22nd -4/5/6 Jan. 13th - K/1 May 21st -K/1 Jan. 14th - 2/3 May 26th-2/3 Jan. 15th - 4/5/6 May 27th- 4/5/6 Mar. 19th - K/1 Mar. 24th -2/3 Mar. 25th - 4/5/6 Teachers reviewed 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 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 home monthly 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.
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.	Fingerprinting was offered to parents in the newsletter as well at Open House to encourage them to volunteer in the classroom. 5 parents were fingerprinted.
1.6 Increase and provide consistent ELD instruction.	ELD instruction was provided by SSS and teachers in the classroom.

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.

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?
Accelerated Reader participation grades 2-6 MJUSD benchmark assessments K-6	Students needed increased literacy support.
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?
K-1 2-6	Accelerated Reader participation grades 2-6 MJUSD Benchmark Assessment data K-6
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).
Monthly circulation reports Accelerated Reader participation statistics MJUSD benchmark assessments	

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
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 to 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 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 March 2nd. Readers came from the community, 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.

What data did you use to form this goal (findings from data analysis)? Performance gains expected for these students: 5% of the students will improve their level of proficiency at least one level 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.	What did the analysis of the data reveal that led you to this goal? Students needed extra support and intervention in the classroom environment.
Who are the focus students and what is the expected growth? Students in grades K, 1, 2, 3, 4, 5, 6	What data will be collected to measure student achievement? Use of MJUSD District Assessments, standards-based report card data, Open Court Unit Assessments, STAR reading assessments, and Math assessment results.
What process will you use to monitor and evaluate the data? Use the MJUSD District Assessments, standards-based report card data, Open Court Unit Assessments, STAR reading assessments, and Math assessment results.	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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
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 May 19th, 2015, 168 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 standards already taught and increase proficiency.	Field Trips by grade level. 6th grade attended Shady Creek on May 11th-May 15th.
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.

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
3.4 Provide supplemental intervention for students far below basic and basic in reading. Students struggling in the proficient level of reading will also receive support. 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.	Teachers were provided with subs to plan for intervention opportunities. Subs were funded to provide para-educators to attend meetings as well. As referenced in Goal #1: Teacher structured planning time was scheduled on the following dates: Oct. 16th - K/1 Apr. 16th - K/1 **Oct. 14th - 2/3 Apr. 21st -2/3 Oct. 22nd-4/5/6 Apr. 22nd -4/5/6 Jan. 13th - K/1 May 21st -K/1 Jan. 14th - 2/3 May 26th-2/3 Jan.15th - 4/5/6 May 27th- 4/5/6 Mar. 19th - K/1 Mar. 24th -2/3 Mar. 25th - 4/5/6 Teachers reviewed CEDLT data, informal assessments and curriculum assessments. Intervention groups were created during these meetings along with tutoring groups.
3.5 Improvement of effective instructional strategies linking Essential Standards; reading instructional strategies to be taught at the application level.	MJUSD curriculum coaches were available to help support implementation of standards. Teachers also attended district wide grade level articulation.
3.6 Provide supplemental instructional materials to improve instruction, align the curriculum with standards, and provide students with extended learning opportunities.	Board Math, Mountain Math, Mountain Language, Bellworks, Lexia, etc. was purchased to supplement district adopted curriculum.
3.7 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 3 of the 3 year implementation program. Trainings and conferences are necessary to ensure full implementation of the program.	PBIS team attended Tier 2 training for the second year to reinforce skills at the Placer County Office of Education. PBIS team developed strategies to continue with the implementation of the PBIS Super Jet program at Johnson Park. The PBIS team will be training next year on the Check in Check out procedure.
3.8 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.	Ron Hans was hired as the School Tech Lead. He worked 5 days a week, providing technology support to staff members and students. He also lead our AR program at Johnson Park. In April Ron left and took another job. Dan Johl took over and also took on the job of facilitating our state testing. Overall staff reported less problems with technology and student technology knowledge increased.

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
3.9 Provide technology equipment for classrooms. (LCD projectors and Smartboards) to help assist students with learning technology components of key standards and for intervention opportunities. Provide computer lab for reading 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 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.	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.
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 in all classrooms.	Students were provided technology lessons during their classroom computer lab time. The computer lab was also open for students to use during lunch time.

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.

What data did you use to form this goal (findings from data analysis)? Increased student achievement reflected in a 5% increase in the number of students scoring proficient and advanced on district benchmarks. Reduce student's suspensions by 10% from 2014-2015 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.	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? K-6	What data will be collected to measure student achievement? Discipline referrals Suspension Attendance Parent participation logs Meeting attendance logs Detention records SST documentation of behavior and interventions
What process will you use to monitor and evaluate the data? Reduced discipline referrals, fewer suspensions Completion of improvement and beautification projects on campus District benchmark assessments (increased number of students proficient and advanced)	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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
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.	Trimester awards assemblies occurred three times a year 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.
4.2 Increase parent communication and active participation.	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 parent communication box were also established.

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
4.3 Increase supervision of students before school, during recesses and after-school to create a safe and comfortable climate. Provide monthly meetings for yard duty reviewing problem solving strategies.	Extra yard supervision was added throughout the year. The lunch schedule continues to be modified to decrease the unstructured time students have to play. Referrals at lunch time dramatically decreased. Yard duty meetings continued to occur.
4.4 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.	PBIS expectations were taught in the classroom along with Second Step. Teachers were trained at the beginning of the year to implement lesson plans for each area of campus. These lessons were retaught other times throughout the year. Positive behavior has increased and student referrals and suspensions have decreased. A bullying prevention program will be taught in the 2015-2016 school year.
4.5 Provide extended learning opportunities for enrichment for GATE students. ~Provide music instruction for students after school. (3-5 days a week)	Erin Pelfrey provided an after school music program for students 3rd-6th grade 5 days a week.
4.6 Provide avenue for student input and leadership through an organized student council. Provide staff development opportunities for teacher advisor.	Student Leadership was promoted through the after school music program, Girls on the Run program and as part of the of the Kindness Challenge.
4.7 Provide professionally developed performances (art, drama, music, etc.) for students. This experience may be presented in assemblies, field trips, guest performances, etc.	Erin Pelfrey planned two musical performance in December and in May to showcase our student's talents.
4.8 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.	Yessenia Cachu served as the SSS for 5 days a week. She scheduled and lead SST meetings and ran intervention opportunities for struggling students.

SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2014-15

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 5/11/2015.

Principal's Signature:

Monica E. Oakes 5/11/2015

SSC Chair Signature:

Cellano 5/11/15

GOAL #1

Student Academic Performance

What data did you use to form this goal (findings from data analysis)? District Benchmark Assessments, Academic Scores, Teacher Assessments	What did the analysis of the data reveal that led you to this goal? Students are below in Math and Language Arts. Students are learning to think critically, more in depth using the Common Core Standards.
Who are the focus students and what is the expected growth? All groups	What data will be collected to measure student achievement? District Benchmark Assessments, Academic Scores, Teacher Assessments
What process will you use to monitor and evaluate the data? Staff, Site Council, ELAC will review scores to see if goals have been reached.	Actions to improve achievement to exit program improvement (if applicable). 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 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.	Over 8,000 interventions were documented for the year. Successful intervention.
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.	Our full time clerk was out on medical the majority of the year, the sub successfully worked with students. Successful intervention but may be able to reduce time.
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. Split with District. 17,147	Our students read over 5,000 books and took Accelerated Reader Tests on the books. Successful reading intervention.
1.4 Supplemental materials to raise the academic performance of all students inc. Pay for Materials to raise academic performance. The materials that are purchased may require copy paper Supplemental materials specifically for use with underperforming students 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.	Multiple supplemental materials were purchased to raise academic performance.

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.5 Elementary Student Support Specialist will work directly with the students and school staff to ensure student academic success: • Works directly with students on behavioral issues identified through classroom and playground observations to create a safe school environment • Meets with students individually to modify choices that will create academic success • Corresponds with parents to involve them in their child's education - o Creates academic, attendance, and behavior goals with students and their families to help remove barriers to learning - o Keeps families apprised of student's behavior that impede their ability to meet the class/grade level standards of instruction • Monitors progress of academic, attendance, and behavior goals • Leads 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 • Mediates between students	Students had less suspension days and were able to learn how to control their emotions. Successful intervention.
1.6 Supplemental Academic Resource for improving student academic performance by providing after school tutoring and educational experiences during school hours. (GATE & Tutoring & Interventions). Afterschool Tutoring and interventions for EL students to raise their academic performance.	Successful Intervention.
1.7 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)	Not as successful due to lack of funds and subs.
1.8 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. 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.	Successful

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.9 TOSA Curriculum Coach 50% will work directly with the students and school staff to ensure student academic success: • Works directly with teachers to improve instruction to ensure academic success for students. • Meets with students individually to modify choices that will create academic success • Corresponds with parents to involve them in their child's education - o Creates academic, attendance, and behavior goals with students and their families to help remove barriers to learning • Monitors progress of academic, attendance, and behavior goals • Leads 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	Successful support and assistance for classrooms and student behavioral choices.

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.

What data did you use to form this goal (findings from data analysis)? District Benchmark Assessments, Academic Scores, Teacher Assessments	What did the analysis of the data reveal that led you to this goal? Groups that were below goal or did not reach goal.
Who are the focus students and what is the expected growth? All groups will show growth or will maintain or show growth 3% towards meeting all district goals .	What data will be collected to measure student achievement? District Benchmark Assessments, Academic Scores, Teacher Assessments
What process will you use to monitor and evaluate the data? Teachers will meet weekly 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.	Actions to improve achievement to exit program improvement (if applicable). We will increase focus and staff development.

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1 Conferences, Training, Presenters and Expenses	The Instructional Academy was well attended. Successful
2.2 Provide training for staff to better serve our underperforming population.	The Instructional Academy was well attended. Successful

GOAL #3

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

What data did you use to form this goal (findings from data analysis)? Parent Surveys, School Site Safety Plan, District Benchmark Assessments, Academic Scores, Teacher Assessments	What did the analysis of the data reveal that led you to this goal? Sub Groups that were below goal or did not reach goal.
Who are the focus students and what is the expected growth? All groups will show growth of will maintain or show growth 3% towards meeting all district goals.	What data will be collected to measure student achievement? District Benchmark Assessments, Academic Scores, Teacher Assessments
What process will you use to monitor and evaluate the data? Teachers will meet every week 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.	Actions to improve achievement to exit program improvement (if applicable). We will increase focus and staff development.

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 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.		Monthly newsletters were sent home. Agendas were posted for meetings and events. Successful completion of goal.
3.3 Love and Logic Classes for Parenting		Not enough interest this school year.
3.4 Create parent involvement opportunities to increase academic performance.		Some Kynoch Teachers held curriculum nights for for parents. Successful.
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		Many classrooms had weekly volunteers. Successful.

GOAL #4

School Safety

What data did you use to form this goal (findings from data analysis)? Decrease in percentage of Uniform Complaint Reports, Expulsion and Suspension Reports, and Accident Reports	What did the analysis of the data reveal that led you to this goal? Over the last 4 years suspensions have decreased.
Who are the focus students and what is the expected growth? All students and whole school data from Aeries.	What data will be collected to measure student achievement? Behavior information for Aeries.
What process will you use to monitor and evaluate the data? Group data to be collected to measure academic gains: Uniform Complaint Reports, Expulsion and Suspension Reports, and Accident Reports	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 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	We had 5 yard duty. Successful.

SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2014-15

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

Categorical dollars will be focused on increasing student academic achievement

What data did you use to form this goal (findings from data analysis)? District Benchmark Assessments, Curriculum Embedded Assessments, Accelerated Reader Testing Data, Lexia Core Reader5 Data, CELDT scores	What did the analysis of the data reveal that led you to this goal? The resources that categorical dollars are funding are leading to student success.
Who are the focus students and what is the expected growth? Those students who are designated Socioeconomically Disadvantaged and performing below proficiency in ELA and Math	What data will be collected to measure student achievement? District Benchmark Assessments, Curriculum Embedded Assessments, Accelerated Reader Testing Data, Lexia Core Reader5 Data, CELDT scores
What process will you use to monitor and evaluate the data? Monthly Grade level articulation will be centered around student data provided by STAR, district benchmarks, curriculum embedded tests, and Lexia	Actions to improve achievement to exit program improvement (if applicable). Daily monitoring of classroom instruction; Intervention groups organized by teachers based on student data; Teacher support and professional development through SCOE, District Sponsered PD days, selective PD offered by neighboring counties, monthly grade level collaboration

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1	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. The SSS will serve on the PBIS Leadership Team to align the program with Lion Pride.	The SSS scheduled, recorded, and helped to facilitate SSTs. This included coordinating resources within the school and outside agencies to assist students and families. As a PBIS team leader, the SSS was assigned students participating in the "check in and check out" process. She also served as the advisor for the Kid Live Leadership Team, and organized fundraisers which support field trips, the school character store, sports program equipment, rewards and incentives that recognize academic and behavior success, honor roll shirts, and donations for school improvement. The SSS served as a bridge between school to home in facilitating parent involvement via Family Dinner Night, Monthly Rallies, Jog-a-thons and Red Ribbon Week. The SSS also organized and facilitated sports competitions that were held during lunch recess.
1.2	The Literacy Resource Technician will work with students and teachers to provide academic interventions and enhance ELA achievement through reading. 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. Our families will take part in modeling the importance of reading through the LRT providing Family Reading Nights. The LRT duties also consist of the circulation of books, re-shelving and repairing books, assisting students with choosing books, scheduling times for individual class time, reading stories to promote student interest in reading.	To date, Linda School's LRT has facilitated the circulation of 75,255 books. Students had access to Accelerator Reader Program, and the LRT coordinated the Reading Olympics Ceremony held at the end of the year. Students received bronze, silver, and gold medals for meeting point requirements in grades 2nd - 6th. This year, first grade students accessed the AR program. Students also received incentives through out the school year to assist in motivation and reading comprehension. The library doors open at 7:30 to provide parents and students additional access to books. A Family Reading Night was held once a month as well. The LRT facilitated the use of technology for students and staff to enhance student 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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.3 Provide interventions in small group settings in grades K-6th. The focus groups will be students performing below grade level in ELA and Mathematics, which may include English Language Learners. The intervention settings includes both "push in" and/or the RTI designated classrooms. Students participating in the RTI program will be referred through the SST process.	At least thirty students received RTI. These students were referred by the SST process. Pre-test and Post-tests were administered. The focus was on Sight Words, reading fluency, and phonics. All students demonstrated growth reflected on Post-tests.
1.4 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, Publisher, Prezi, Microsoft Word Documents, Movie Maker, Voice Thread) Students will have access to the computer lab during the school day and after school. (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.	Computer Lab 6 was utilized daily. Classroom teachers incorporated the use technology in research projects, and to reflect student learning. The lab was also utilized in extending the day for EL students in providing additional access to Lexia. During our monthly Family Reading Nights students accessed AR quizzes to assess their comprehension of material read. Teachers also incorporated the use of I-Pads, laptops, and Smart Boards in their daily instruction.
1.5 On line programs will support and reinforce grade level concepts and reading proficiency in grades K-6th. Subgroups who are not highly performing will be targeted to help reteach concepts and frame learning in an interactive and highly visual context. Additional apps that reinforce mastery of grade level concepts will be purchased.	Students had daily access to the following on-line programs: AR, Lexia, Brain Pop, and Tumble Books
1.6 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.	The technology committee met one on one and in grade level groups to assist teachers in integrating the use of technology in their classrooms. The committee also met and established technology needs through out the year.
1.7 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.	Teachers utilized copiers to copy supplementary material to support instruction and benchmark assessments
1.8 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. Materials for special classroom projects ie: CA relief maps, volcanos, student project display boards, science experiments that reinforce grade level science standards.	Display boards, subject specific composition books, and supplementary materials were purchased via classroom allotted funds.
1.9 Teachers will provide after school academic support for students not proficient in ELA and math. Students will be referred to this program through the SST process.	Five teachers provided extended day support for students in grades 1st through 6th. An average of one hundred students were supported in this program held on Tuesday, Wednesday, and Thursday each week.
1.10 Teachers will receive release time to learn and 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 deepen student understanding of grade level concepts. Teachers will also analyze student data to inform instruction, develop intervention groups, develop student support strategies, and determine professional development needs. Collaboration will also be designated for effective student transition from preschool to kindergarten, subsequent grade levels, and 6th grade to middle school.	Teachers received monthly release time for the purpose of collaboration around student success. This proved to be ineffective due to the substitute shortage. This process will not be continued next year. The kindergarten team attended a writing conference this year held in Sacramento. 3rd and 4th grade teachers attended training in integrating the use of I-Pads in their classrooms. Teachers also received introduction to the WriteSteps program.

GOAL #2

Categorical dollars will be focused on increasing academic achievement of EL Learners.

What data did you use to form this goal (findings from data analysis)? District Benchmark Assessments, Curriculum Embedded Assessments, Accelerated Reader Testing Data, CELDT scores, number of reclassified students	What did the analysis of the data reveal that led you to this goal? EL students make up 60% of our student population. It is imperative that this sub-group remains a priority.
Who are the focus students and what is the expected growth? Those students designated as EL.	What data will be collected to measure student achievement? Benchmark Assessments, Curriculum Embedded Assessments, Accelerated Reader Testing Data, Lexia Core Reader5 Data, CELDT scores
What process will you use to monitor and evaluate the data? Teachers will focus on EL students' assesement data and CELDT results during teacher articulation. The EL coordinator will monitor closely those students that have been reclassified.	Actions to improve achievement to exit program improvement (if applicable). Monitoring of instruction in the classroom, small group instruction with para that speaks primary language, small group instruction with teacher, In grades K and 1st there will be four SEI designated classrooms.

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1	Primary language para-educators will deliver direct services to, but not limited to, EL students. They will bridge the language barrier to enhance instruction, provide tutoring, and implement teacher-developed EL instruction.	Two Hmong, and one Spanish Speaking paras provided daily student intervention in SEI kindergarten classrooms and four second grade classrooms. All students showed 6 months to 1 year's growth in the area of ELA (as reflected in Lexia and AR) New comers were provided with one on one and small group language development activities.
2.2	Supplementary materials will be purchased that will enhance the California/district State adopted curriculum including but not limited to: Avenues, Functions for Fluency, and Measuring up. These materials will facilitate the acquisition of the English language(Listening, Speaking, Reading, Writing.	
2.3	EL Student Support Specialist will use data to identify groups of English Learners at each grade level. This information will be used for developing interventions during structured ELD time, grouping students in SEI and transitional classes , and to add primary language support. EL SSS will serve as our home to school connection and assist families in setting academic goals for our students. The EL SSS will ensure parent understanding by arranging translation during parent-teacher conferences, SSTs and IEP and ELAC Meetings. The EL SSS will also help to coordinate professional development to improve instruction specifically for the EL students. The EL SSS will provide EL students, but not limited to, increased access to technology by providing EL student access to the computer lab two days a week for one hour. The EL SSS will motivate EL students by organizing events that will recognize EL students academic achievement.	EL SSS provided extended day so that EL students could increase access to on-line program Lexia. This was held in Computer Lab 6. All students showed growth reflected in reports. The EL SSS also monitored EL students that were reclassified, and candidates for reclassification. This was done through collaboration with the students, their teachers, and parents. Translation during SST and IEPs were coordinated through the EL SSS

GOAL #3

Categorical dollars will be focused on school safety, culture, and environmental tone. These areas are impacted greatly by school routines and procedures, and Parental Involvement at Linda Elementary School. The implementation of PBIS, Site Council, ELAC and Lion Pride Program reflects that Linda values a positive inclusive school environment. Shared decision making by all stakeholders is a priority. Opportunities for stakeholder input is invited formally and informally.

What data did you use to form this goal (findings from data analysis)? Number of Parent Education, Site Council meetings, ELAC, and PTA, PBIS first year implementation, number of office referrals, suspensions, expulsions, and attendance	What did the analysis of the data reveal that led you to this goal? Students' sense of inclusion, competence, and control directly effects academic achievement and attendance
Who are the focus students and what is the expected growth? All students' attendance will remain consistent or improve. Discipline incidences will decrease.	What data will be collected to measure student achievement? monthly attendance rates, number of students in the SARB process, number of suspensions and office referrals, SWIS data, District Benchmarks and curriculum embedded assessments, STAR, Lexia
What process will you use to monitor and evaluate the data? monthly attendance analysis, SWIS (web based program that analyzes patterns of behavioral incidents) SSTs which focus on student behavior that is impacting academic achievement and attendance	Actions to improve achievement to exit program improvement (if applicable). Students' attendance will be monitored closely via monthly attendance rates, SARB process, SST, IEP, home visitations SWIS data will be reviewed and behavioral patterns that interfere with student achievement will be addressed

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
3.1 Staff will participate in the PBIS process to develop a school wide discipline program. This will facilitate routines and procedures continuity through out the school. The PBIS leadership team will participate in collaboration and PBIS training; teacher led, district sponsored, and outside consultants. The SWIS data management system will be utilized to help determine student behavioral supports so that student learning is not negatively impacted by behavioral issues. The data provided will be analyzed during the SST process and strategies to assist students will be developed.	Tier II of PBIS was implemented during the 2014-15 school year. Monthly meetings were held for the core PBIS Leadership team. A core group participated in training and a new procedure, "Check-In" was implemented and found to be successful. SWIS data was utilized, when appropriate, during SSTs to determine which supports needed to be in place to help students be successful in the school environment.
3.2 To improve parent involvement during (not limited to) Back to School Night, Open House, 2-Family Program Dinner Nights, Monthly Family Reading Night, and Lion Pride sponsored activities and classroom participation.	Back to School Night was held in August, Family Dinner-November, and Monthly Family Reading Nights. A winter concert was held, and a spring concert was held at Yuba College.
3.3 Provide families with a handbook/school calendar and banners signifying special school events.	All families received handbooks/calendars (translated in Spanish and Hmong) Banners were hung to notify parents of minimum days and Kinder registration.
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.	Ten additional parents were fingerprinted to volunteer in classrooms and chaperone on field trips.

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
3.5 A series of Parent Education will be offered to address the following components: Preparing Your Child to Succeed; Encouraging Positive Behavior; Reinforcing Your Child's Academic Skills.	This event did not take place this year.
3.6 To prevent and address bullying incidents, the Steps to Respect program will be expanded to all fourth and fifth grade classrooms. This piece will also be included in the Parent Education component. (3.5)	Fifteen classrooms received Steps to Respect and Second Steps instruction by the site psychologist
3.7 Administration and staff will attend professional development and collaboration opportunities that will enhance the safety of the school community. This includes weekly Gang Task force meetings, monthly meeting with law enforcement, and conferences.	Administration participated in weekly Gang Taskforce Meetings, monthly law enforcement meetings, and two district wide lock down drills.

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Annual Program Evaluation - 2014-15

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 23, 2015.

Principal's Signature: 

SSC Chair Signature: 

GOAL #1

All students will reach high standards, at a minimum attaining proficiency or better for 80% of our students on the English Language Arts CAHSEE and a fail rate in all English classes of no greater than 7%

What data did you use to form this goal (findings from data analysis)? This goal is based on Lindhurst High School's mission statement as well as the established AMO's by the state and Federal governments.	What did the analysis of the data reveal that led you to this goal? Reviewing CAHSEE 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.
Who are the focus students and what is the expected growth? 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	What data will be collected to measure student achievement? Lindhurst High School will use both district benchmarks and California Standards Test to measure student achievement of this goal.
What process will you use to monitor and evaluate the data? Lindhurst High School will use both site based formative assessments and district benchmarks to review, monitor and plan for instructional strategies. Departmental and cross departmental as well as staff meetings will be held throughout the year to review, discuss and develop action plans.	Actions to improve achievement to exit program improvement (if applicable). 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	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
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.	As the shift to common core has been implemented through staff and departmental meetings including feedback from our WASC visiting team this expenditure has been very valuable and will continue for the 2015-2016 school year. It will also include collaboration time.
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.	With an increase in our CAHSEE scores and positive feed back on how we set up SBAC testing this expenditure will continue for the 2015/2016 school 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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
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.	Based on student need and an every growing change in varied instruction strategies most requiring more student active engagement this expenditure will continue for the 2015/2016 school year.

GOAL #2

All students will reach high standards, at a minimum attaining proficiency of 80% on CAHSEE and 80% proficient or above on the new Smarter Balanced assessment in Mathematics and a math fail rate of no greater than 7%.

What data did you use to form this goal (findings from data analysis)? This goal is based on Lindhurst High School's mission statement as well as the established AMO's by the state and Federal governments.	What did the analysis of the data reveal that led you to this goal? Reviewing CAHSEE 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.
Who are the focus students and what is the expected growth? 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	What data will be collected to measure student achievement? Lindhurst High School will use both district benchmarks and SMARTER BALANCED Test to measure student achievement of this goal.
What process will you use to monitor and evaluate the data? Lindhurst High School will use both site based formative assessments and district benchmarks to review, monitor and plan for instructional strategies. Department, cross department and staff meetings will be scheduled through out the year to review this data.	Actions to improve achievement to exit program improvement (if applicable). 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	Evaluation Of Researched-Based Activities To Determine if Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
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. 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.	As the shift to common core has been implemented through staff and departmental meetings including feedback from our WASC visiting team this expenditure has been very valuable and will continue for the 2015-2016 school year. It will also include collaboration time.
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.	Based on student need and an every growing change in varied instruction strategies most requiring more student active engagement this expenditure will continue for the 2015/2016 school 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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.3 LHS will use monies to purchase an intervention program.	LHS purchase the ALEK program and was used by 65% of our math classes. It was a beneficial program but with the new curriculum LHS is using for math, intervention programs will be used but not the ALEK program. Intervention programs will fall more in line with our Carnegie program.

GOAL #3

Lindhurst High School will take step to reduce the education gap of our English Language Learner population. Students with the English Language Learner designation will achieve 80% on CAHSEE and 80% on the SMARTER BALANCED mathematics assessment. Within 5 years the achievement gap with our English language learner population will be no greater than 5%.

What data did you use to form this goal (findings from data analysis)? This goal is based on Lindhurst High School's mission statement as well as the established AMO's by the state and Federal governments.	What did the analysis of the data reveal that led you to this goal? Reviewing CEDLT 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.
Who are the focus students and what is the expected growth? Students with the designation of English learners (LEP) and students who have been redesignated (RFEP)	What data will be collected to measure student achievement? Lindhurst High School will use both district benchmarks and SMARTER BALANCED tests to measure student achievement of this goal.
What process will you use to monitor and evaluate the data? Lindhurst High School will use both site based formative assessments and district benchmarks to review, monitor and plan for instructional strategies. Department, cross department and staff meetings will be scheduled throughout the year to review this data.	Actions to improve achievement to exit program improvement (if applicable). 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		Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
3.1	Monies will be used to purchase an annual site license for Accelerated Reader.	The accelerated reader program is being utilized by 95% of our EL students. Based on the reports most students are seeing a 2-3 grade level jump over the course of the year. LHS will continue to fund this program.
3.2	Monies will be used to fund two bilingual para educators	These para educators have been able to not only be in EL support classes but gen ed classes to support our EL students. Feedback from students and teachers is that this is a tremendously valuable resource, allowing much smaller student to teacher contact. LHS will continue to fund these two bilingual positions.

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 that is safe as well as a stable emotion mind set for the students in order for the students to maximize their academic success. Through Social emotional support and services Lindhurst High School will decrease student suspension rate by 10% and provide specialized support/guidance for students who are pregnant, entangled in prior criminal acts and students struggling with emotional concerns and crisis.

What data did you use to form this goal (findings from data analysis)? 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 as well as social emotional issues and test scores, attendance rates, suspension rates as well as drop out rates.	What did the analysis of the data reveal that led you to this goal? 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.
Who are the focus students and what is the expected growth? Due to our demographics all students at Lindhurst High School will have access or benefit for services provided either directly or indirectly.	What data will be collected to measure student achievement? Lindhurst High School will use both district benchmarks and California Standards Test to measure student achievement, monthly suspension rates, confidential numbers on students needing support for emotional crisis needs to measure this goal
What process will you use to monitor and evaluate the data? 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.	Actions to improve achievement to exit program improvement (if applicable). 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 as well as reduce number of suspensions, dropouts and increase attendance rates.

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
4.1 With our community and school population. Parent groups, staff, WASC committees and student associated bodies, have all firmly concluded that the need for 3 counselors is vital to LHS. These "extra" counselors provide the counseling department the resources and the flexibility to do social emotional work with our students. This work is critical to help foster the right mental support that so many of our students need prior to being able to address the academic needs and challenges of a high school. In addition to the social emotional part the counseling services can provide to help shape the social emotional fabric of the school. In order to maintain better lines of law enforcement communication and outreach as well as provide more group and behavioral interventions LHS will fund an on site probation officer (PASS).	This helps LHS meet the social emotional demands connected with our parent and student population. However, this will not be funded next year due to the fact the district will be fully funding this positions for the 2015/2016 school year and subsequent years.

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
4.2 LHS will continue to offer services to increase parental involvement which may lead to better student achievement.	From feed back from parents and our WASC visiting team LHS will continue to pay for various ways to our reach and communicate with our parents. This is a critical piece of getting support from our stakeholders.
4.3 To help maintain our growing supplemental technology equipment and programs as well as maintain and create new technological avenues of communication LHS will fund a Technology Specialist.	The technology specialist is a valuable positions especially with all the technological intervention programs being brought to LHS. This position has direct contact with all teachers on staff and will continue to be funded for the 2015/2016 school year.
4.4 LHS will fund for a Secondary Student Support Specialist	With our shift to a PBIS model and more structured career planning LHS will continue to fund this position for the 2015/2016 school year.
4.5 LHS will fund continued professional development in other content areas	Professional development and collaboration were critical areas for the staff and our WASC visiting team. LHS will continue to fund these opportunities for the 2015/2016 school year.

GOAL #5

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

What data did you use to form this goal (findings from data analysis)? We used current D and F lists as well as data from 2013 benchmarks and CST	What did the analysis of the data reveal that led you to this goal? The data showed that nearly 1/3 of our students currently are on the D and F list
Who are the focus students and what is the expected growth? The expected growth is that grade level D and F lists will be reduced by 5%	What data will be collected to measure student achievement? D and F reports and the quarters and semesters as well as CAHSEE scores from March of 2014
What process will you use to monitor and evaluate the data? Monthly D and F reports	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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
5.1 LHS will purchase materials and supplies that both supplement and support all the programs and departments at LHS.	This will continue to be a source of funding for the 2015/2016 school year. This will be determined on an as needed basis through feedback from teachers departments and discussion with the counsel.

SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2014-15

School: Loma Rica Elementary School

Principal: Kathleen Hansen

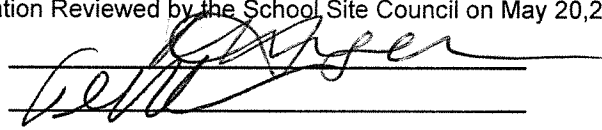
School Site Council Certification

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 20, 2015.

Principal's Signature: _____

SSC Chair Signature: _____

The image shows two handwritten signatures. The top signature is for the Principal, Kathleen Hansen, and the bottom signature is for the SSC Chair. Both signatures are written in dark ink 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.

What data did you use to form this goal (findings from data analysis)? Diagnostic assessments, district benchmarks, teacher assessments and standardized testing results.	What did the analysis of the data reveal that led you to this goal? Approximately 30% of students are not yet reaching proficient status in ELA and math as measured by the California Standards Test.
Who are the focus students and what is the expected growth? 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%.	What data will be collected to measure student achievement? Diagnostic assessments, district benchmarks, teacher assessments and standardized testing results.
What process will you use to monitor and evaluate the data? Monthly minimum days will be spent monitoring and evaluating benchmark data and teacher assessments. District support will aid in providing applicable data for analysis and evaluation.	Actions to improve achievement to exit program improvement (if applicable). 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 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.	Once again, our school 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 continue the services of 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. Illuminate benchmark data as one indicator of effectiveness for this expense. On the performance task for ELA, student achievement results remained the same as last year at 65% proficient/making steady progress. On the math performance task (math being the para's area of focus) we saw an increase of student proficiency from 41.1% in 2013-14 to 47.2% proficiency in 2014-15. Teacher observation, benchmark data 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 continues to increase 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 64%. This is an increase of 3 percentage points over last year. The number of students who participate (with a minimum score of 50 points) is 53.8%.

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 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.	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. 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.
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.	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. Again, this year's focus has been on literacy. Categorical expenditures include Accelerated Reader and California Streaming. As is the case with supplemental instructional materials, it is difficult to isolate and quantify the effectiveness of these 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.
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.	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 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.
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.	In a 4 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. The middle school reports that Loma Rica students are entering the Junior High setting more experienced in being prepared and organized.
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.	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 77%-100% parent attendance.

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 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 I-Pads 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 student 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 are now finding success through mastery of keyboarding skills. Students who struggle with research and report writing are now finding success through internet investigations and power-point reports. The integration of technology into our school's core academic program has resulted in higher levels of achievement for all students. In addition, 92% of our 3rd grade students have reached grade-level keyboard mastery.
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 illuminate to help students with a successful transition to the Common Core standards.	We continue to rely heavily on the assessment data provided us by illuminate. The expense for this comprehensive online assessment system no longer requires site funding. It is an expense covered by our district. This goal, though a critical one for our school's overall student achievement monitoring, will be removed from the plan next year. It does not require a site expenditure.

GOAL #2

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

What data did you use to form this goal (findings from data analysis)? Teacher requests, changing populations, CST and District benchmark results.	What did the analysis of the data reveal that led you to this goal? Aside from district-wide professional development at the beginning of the school year, no other opportunities for teacher learning are currently available.
Who are the focus students and what is the expected growth? Professional development for our teachers will focus on students with special needs, students who come from socioeconomically disadvantaged families, and students not performing at levels of proficiency in ELA and math.	What data will be collected to measure student achievement? CST, district benchmark results, teacher assessments
What process will you use to monitor and evaluate the data? 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.	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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1 Teachers will attend professional development training's focused on Common Core and Technology.	Once again, 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 the Illuminate Assessment system. Teachers also received training in the use of technology to support and enhance their daily instruction and assessment. For this reason, our school site budget did not incur as much cost for teacher training's as would otherwise be needed. We were, however, able to ensure access for ALL teachers by paying their mileage to these training's. This is a big expense for teachers at remote school sites such as Loma Rica. Our Title 1 Professional Development dollars made this possible.

SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2014-15

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 6-4-2015.

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.

What data did you use to form this goal (findings from data analysis)? Teacher and program assessments MJUSD benchmark assessments Avenues and HighPoint assessments CELDT scores Report Card performance	What did the analysis of the data reveal that led you to this goal? We continue to see success with our instructional assistant providing support to our EL students. We will continue the support as it has allowed multiple students to be redesignated.
Who are the focus students and what is the expected growth? Kindergarten-6th Increase EL students' proficiency level on CST's 5%	What data will be collected to measure student achievement? MJUSD benchmark assessments Avenues and HighPoint end of unit assessments CELDT scores
What process will you use to monitor and evaluate the data? We will use the CELDT scores and teacher records to monitor progress	Actions to improve achievement to exit program improvement (if applicable). Students will increase proficiency levels by 3% on the new district interim assessments

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
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.	This expenditure has proven to be successful as 6 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.
1.2	Provide supplemental supplies, materials and equipment to enhance learning opportunities and increase student comprehension across various subject areas. Provide technology equipment, such as cameras, laptops, printers, and computers, scanners	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.
1.3	Insure technology is working and available for student use. Provide additional materials and supplies for computer equipment	This expenditure allowed students to maintain access to specific programs that aided in their reading acceleration. 100% of our EL students took the online version of the state test this year.
1.4	Provide supplemental supplies, materials and equipment to enhance learning opportunities and increase student comprehension across various subject areas.	No Money was spent on this area 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 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. 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 a 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.

What data did you use to form this goal (findings from data analysis)? Accelerated Reader participation grades 2-6 MJUSD benchmark assessments K-6 CST assessments 2-6 Math Facts in a Flash participation grades 2-6	What did the analysis of the data reveal that led you to this goal? Students' reading levels need to continue to improve. Exposure to more reading materials is needed to increase reading levels and reading comprehension.
Who are the focus students and what is the expected growth? K-1 2-6	What data will be collected to measure student achievement? Accelerated Reader participation grades 2-6 MJUSD benchmark assessments K-6 CST assessments 2-6 Math Facts in a Flash participation grades 2-6
What process will you use to monitor and evaluate the data? We will use total number of books read and AR Data to evaluate the success of the program	Actions to improve achievement to exit program improvement (if applicable). Provide more time and access in the library for students to check out books.

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 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 20,112 tests for AR reading Students passed 16,342 tests. Our students were able to read at an 82% 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 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	24,345 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.

What data did you use to form this goal (findings from data analysis)? District benchmark assessments CA state test STAR reading assessments	What did the analysis of the data reveal that led you to this goal? Students need instruction and intervention support in reading, writing and math skills. Students need the opportunity to further their technology skills to be successful in the classroom and the community.
Who are the focus students and what is the expected growth? Students in grades K, 1, 2, 3, 4, 5, 6	What data will be collected to measure student achievement? Use of California Standards Test and standards-based report card data, Open Court Unit Assessments, STAR reading assessments, and Harcourt Math assessment results.
What process will you use to monitor and evaluate the data? District benchmark assessments CST STAR reading assessments	Actions to improve achievement to exit program improvement (if applicable). We will continue to use data to evaluate and change areas of the program that improve students achievement. We will focus tutoring and students interventions toward increasing student success and time in the classroom.

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 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 illuminate, and benchmark alignment. Schoolwide interventions for academics in reading and math, 6th grade interventions coordinated with PE times. Small group intervention for reading academics Meeting with families to align social services based on needs. Small group and individual intervention/counseling, choices - behavior modification. Parent involvement training. Parent/ home communication, home visits, SSTs	This is an area that provided more social support to students. It was highly successful as our parent communication increased this year. That includes small group interventions that are academic and social. It has worked to facilitate learning and parent communication.

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
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	Include specific expenditures and report student achievement outcomes based on measurements noted above.
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.	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.
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 time was useful to our Kindergarten through 3rd grade students. Focus on reading intervention proved to be very successful This is an area that can be expanded to see more success.
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 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.
3.7 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.	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.
3.8 Supplemental materials and supplies as related to technology needs. Insure technology is working and available for student use. Replacement bulbs, cords, or other necessary repairs	These programs provided specific targeted instruction in students areas of need.
3.9 Provide additional materials, supplies, books, subscriptions, and copy materials 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.	These purchases were essential to providing students opportunities to grow at their own rate. Ipads 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.
3.10 Provide staff development opportunities, release time for support personnel/principal conferences, technology lessons and computer intervention programs for (K-6). Provide Site Technology assistance to support supplemental technology that enhances the core learning program. 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. Increase parent support, home school and community connections, and attendance.	This is a backbone to success. The materials bought through this goal provided 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 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.

SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2014-15

School: Yuba Feather Elementary School

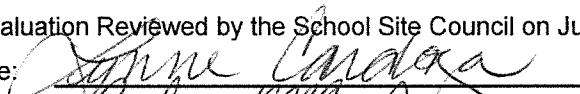
Principal: Lynne Cardoza

School Site Council Certification

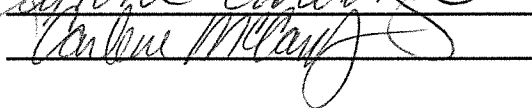
The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on June 3, 2015.

Principal's Signature:

Handwritten signature of Lynne Cardoza in cursive script, written over a horizontal line.

SSC Chair Signature:

Handwritten signature of Carlos McLaughlin in cursive script, written over a horizontal line.

GOAL #1

Improve student achievement in English Language Arts and Math. By June 2015, the number of students attaining proficiency will increase by 5% in both Language Arts and Math, as measured by the California Standards Test.

What data did you use to form this goal (findings from data analysis)? 2013 CST Scores	What did the analysis of the data reveal that led you to this goal? 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.
Who are the focus students and what is the expected growth? Focus Students: All Students Expected Growth: The number of students attaining proficiency in both ELA and Math will increase by 5%.	What data will be collected to measure student achievement? Curriculum Embedded Assessment Scores, Benchmark scores, STAR Reading scores, SBAC Assessment Scores, API and AYP scores.
What process will you use to monitor and evaluate the data? Ongoing monitoring and analysis of Renaissance STAR, Benchmark and embedded assessment data.	Actions to improve achievement to exit program improvement (if applicable). Targeted intervention and tutoring support in ELA and math to increase student achievement.

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
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.	We used the Accelerated Reader program school wide. 2,967 tests were passed at or above the 85% proficiency rate. With a school wide percent correct average of 79.2%. An additional 200 titles were purchased to add to our Accelerated Reader Collection of books.
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.	Supplementary materials , for example Weekly Reader for all grade levels, were purchased to enhance Common Core instruction and provide equitable educational opportunities for all students. Paper, ink, and copy machines were used to print supplementary instructional materials, assessments, and reports.
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.	Our Literacy Resource Technician worked 3.5 hours 5 days per week. She worked directly with students daily to enhance student opportunities to read. She maintained and supported the AR program and created programs to encourage students to read.
1.4	Hire consultants and purchase materials to facilitate opportunities for student exposure to the arts, sciences, writing for publication, and leadership classes.	This year our writing for publication class created, published, and sold a school yearbook.
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.	We had three teachers on site who provided tutoring services to their students after school.

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
Include specific expenditures and report student achievement outcomes based on measurements noted above.		
1.6	Provide small group ELA and Math direct learning opportunities and teacher support in Kindergarten and First Grade.	Our para-educator provided ELA and Math small group instruction and intervention 3.5 hours per day 5 days per week.
1.7	Improve student achievement through the use & integration of technology. Support technology based learning and enhance active student engagement.	We purchased 19 Chrome Books to complete a class set of 30.
1.8	Motivate students to meet the grade level benchmarks through Incentive Awards and Student Recognition Programs such as A Team and Wonderful Wildcats	This program was supported by our PTSA.

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.

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

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 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.	This expense was covered at the district level.
2.2	Provide Opportunities for parents to become actively involved in their child's education by becoming school/classroom volunteers.	Six parents were fingerprinted at the school's expense. These parents are now able to be on campus and actively participate in their child's education.
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.	We held our annual Family Literacy Night to support fluency and teach parents the importance of reading at home with their children. 75 people attended this evening event.

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Annual Program Evaluation - 2014-15

School: Foothill

Principal: Kathleen Hansen

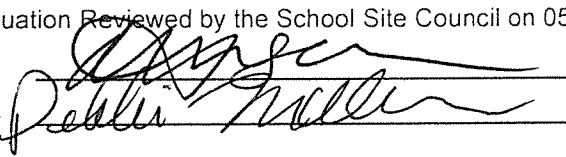
School Site Council Certification

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 05/28/15.

Principal's Signature:

SSC Chair Signature:

The image shows two handwritten signatures. The first signature, for the Principal Kathleen Hansen, is written in dark ink and is somewhat stylized. The second signature, for the SSC Chair Debbie Miller, is also in dark ink and is more fluid and cursive. Both signatures are written over horizontal lines.

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).

What data did you use to form this goal (findings from data analysis)? Diagnostic assessments, district benchmarks, teacher assessments and standardized testing results.	What did the analysis of the data reveal that led you to this goal? Approximately 30% of students are not yet reaching proficient status in ELA and math as measured by the California Standards Test.
Who are the focus students and what is the expected growth? 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%.	What data will be collected to measure student achievement? Diagnostic assessments, district benchmarks, teacher assessments and standardized testing results.
What process will you use to monitor and evaluate the data? 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.	Actions to improve achievement to exit program improvement (if applicable). 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:

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 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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
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: • 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) • 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) • 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) • 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) • Academic software which individualizes ELA and Math instruction for students and provides teachers with valuable assessment data.	This year, our district adopted a new math curriculum. This provided teachers with up-to-date materials aligned to the California Standards. In other core subjects, the curriculum may not adequately address 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 feedback from our teachers. 100% of teachers reported that without these supplemental instructional materials, student achievement would be significantly compromised.
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 classroom grades and benchmark assessments. In 2014-15 we will purchase up to 50 licences, as needed. Parents are provided information and access to their child's online ALEKS account so that practice and progress can be monitored at home.	Due to decreased staffing during the 2014-15 school year, an intervention math class was not available to students. s a result, no expenditures were made for this action item.

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
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. Parents are provided reports with identified targeted skills mastered and areas of continued needed practice.	It is clear that the AR program increased the number of books read by students. Research indicates that increased reading results in increased 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.
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. 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. Elimos and iPads will provide similar opportunities. 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 core program's 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 are encouraged to participate in their child's learning by way of this technology. 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.	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. 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 25 hours of this support over the course of the 2014-15 school 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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.5 Professional development training for certificated staff to advance their learning and professional practice. Professional development will center on research-based strategies for creating positive and productive learning environments for students, technology, as well as effective instructional strategies. Teachers will share new learnings with other teachers upon completion.	Our focus this year was professional development in the area of Illuminate, GoMath! 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 ongoing transition to the California Standards. Teachers report feeling better prepared to begin initial implementation of California Standards with the use of technology to do so. More strides were made in making technology available to students. Foothill now has a lab and two roaming iPad carts. Both schools will now begin working on updating old computers on the campus. Next year we will be allocating funds to begin replacing our 2007 computers.
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. The teacher of our intervention class and our para-educator support staff 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. 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.	Data was not provided for this expense this year. With the many demands faced by teachers this year (new state testing, new standards to learn, professional development) the collection of achievement data to justify this expense was not done. This will be remedied next year.
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.	We continue efforts to update our school library in terms of relevant and high-interest titles. Site Council voted to continue its support of upgraded technology in the library, also. New this year was a focus on increasing Information Text availability for students. Students showed an increase in their access to this genre of reading as evidenced by 100% check-out rates for 7th and 8th grade. 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 the student body over the course of the year. A review of books checked out during 2014-2015 showed a increase in our library's circulation of 1,853. . 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 continuing 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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
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	Our LEP allocation is spent providing asupplemental service agreement for a ELL coordinator. Her role ensures all services and supportsare in place for our three ELL students. Each of these students is intergrated into the school's overall support system. At last report, the coordinator reported quantifiable progress was being made by all EL students. Pending clarification on new redesignation criteria, 100% are on track for redesignation.
1.10 Provide after school tutoring in the areas of Language Arts and Mathematics, Science & Social Science	Our after school tutoring program was unavailable this year. The main reason had to do with competing obligations for teachers' time. We plan to keep this expense in our SPSA 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.

What data did you use to form this goal (findings from data analysis)? Suspensions, expulsions, disciplinary referrals and truency notices.	What did the analysis of the data reveal that led you to this goal? Disciplinary action for Foothill students exceeded that of other like schools in the district.
Who are the focus students and what is the expected growth? 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.	What data will be collected to measure student achievement? A minimum of decrease of 5% in suspensions and expulsions. A minimum increase of 5% in attendance.
What process will you use to monitor and evaluate the data? Monthly analysis of student disciplinary actions. Monthly analysis of academic progress as measured by district benchmarks and progress reports.	Actions to improve achievement to exit program improvement (if applicable). 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:

Actions To Be Taken To Reach This Goal	
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. Integrated level intervention programs require supplemental materials to be copied on a daily basis.	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above. 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 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.
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.

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
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.	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 over 90% (The final percentage will be determined next week).

SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2014-15

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 13, 2015.

Principal's Signature: _____

Shevaun Mathews

SSC Chair Signature: _____

[Signature]

GOAL #1

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

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

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
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The Educational talent Search and Bringing Up Grades programs were successfully implemented.

Counselor

- Individual Support/Intervention:
 - o Coping skills to address: Sadness, anger, stress, anxiety
 - o Replacement behaviors for self-harming and other maladaptive coping skills
 - o Connect families to community resources
 - o Self-esteem building, identifying personal strengths
 - o Communication and interpersonal skills
 - o Problem solving and conflict resolution techniques
 - o Resource for parents- helping parents support their students and informing of safety concerns
 - o Classroom observation
- Staff Support:
 - o Gather information from staff about students' behaviors and staff's concerns
 - o Collected data regarding teacher observations of school needs
- Group Intervention:
 - o Lunch groups to address: decision making, friendship issues, gossip, self-esteem
 - o Social skills group to teach interpersonal skills
- Classroom Intervention:
 - o Facilitated multi-week project with 8th graders to complete interest inventory and career exploration. Project matched students to careers based on their personality type. They learned about the various jobs and education needed to obtain career goals. Project also included positive decision making and planning for course selection in high school.
 - o 6th grade classroom lessons:
 - I-Messages to increase communication
 - Hygiene lessons

Literacy Resource Technicians: Provided time in the library during school at lunch and breaks. They supported students with classroom assignments, research, and book selection. Library hosted two very successful book fairs this year which contributed to the addition of new highly desired books for students. This position will continue to be imperative given the Common Core focus on literacy skills. The literacy resource technicians have written a grant with Laura Bush Foundation, results should arrive in mid-May 2015.

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.

Student Services Support Provider: Provided direct services to students addressing academic and social issues, communication with parents and outside agencies to provide support or services to students. This staff member communicated with ATS, and Upward Bound to help students to connect with colleges early. She communicates regularly with parents regarding grades, setting up SST's, parent conferences and runs study groups for at risk students. She also speaks Spanish.

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.2 Professional Development	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. Staff were able to attend Common Core professional development in conjunction with Sacramento County Office of Education and Marysville High School to learn to apply Common Core standards in specific disciplines such as social science, ELA and science. Two staff members were able to attend CUE, computer using educators, for professional development in technology related to learning and instruction. The staff members then bring back meaningful and innovative ways to incorporate technology into lessons by presenting to teachers on staff during our regularly scheduled professional development time. Staff were provided an opportunity to participate in SIOP, a sheltered instruction model to support EL learners within the classroom. 90% of McKenney staff have been trained SIOP. Our PASS Officer, counselor and student services specialist attended a training on relational aggression or MEAN GIRLS to combat bullying and harassment among female students on campus and via social media. This demographic has demonstrated to have the highest incidence of relational aggression in the past two years.
1.3 Student Intervention	With the addition of a Student Support Services provider, there is the ability to provide many more intervention services to students. "Lunch Bunch" groups, one to one and small group interventions happen daily. Peer Leading and Uniting Students (PLUS): training was brought to staff to gain insight, understanding of student issues on campus. With this training, provided by YCOE, two student forums were held to give students a voice on campus issues. It also provides staff with survey data from students on use of tobacco, drugs, alcohol and social issues on campus. Signs of Suicide SOS: program was brought to McKenney in conjunction with Victim Witness and Sutter-Yuba Mental Health in order to address the issue of suicide prevention and education among middle school students. A parent pre-view evening was held, a staff training was held, a student assembly was held and then students took a survey. Support was provided by Victim Witness and Mental health throughout the process.
1.4 Supplemental Materials, Curriculum, Supplies, and Technology	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 72 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.

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.5 English Language Learning program will be enhanced through the use of computers, EL learner software/apps, small group instruction and supplemental curriculum and supplies.	Additional technology and curriculum were purchased to support the EL learner.

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.

What data did you use to form this goal (findings from data analysis)? Student Suspensions Student Expulsions Student Referrals Student Attendance	What did the analysis of the data reveal that led you to this goal? Student Suspensions at 301 days in 2014 Student Expulsions at 1 student in 2014 Student Referrals at 944 incidences Student Attendance at 96 %
Who are the focus students and what is the expected growth? Students with behavioral concerns: Suspensions-- decrease 2% Expulsions-- decrease to 0% Referrals-- decrease 3% All Students: Attendance-- increase 1.0%	What data will be collected to measure student achievement? Student Suspensions Student Expulsions Student Referrals Student Attendance
What process will you use to monitor and evaluate the data? Each progress and quarter time period data will be evaluated to determine progress towards goals.	Actions to improve achievement to exit program improvement (if applicable). 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, etc... Develop positive programs to encourage students success: School wide Positive Behavioral Intervention & Support plan to positively teach and reinforce behavioral expectations, provide reinforcement and track data related to these supports. Also develop leadership, electives that enhance student performance and skills, reward programs, activities, etc...

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 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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1 Student Support Personnel	PASS Officer: provided social, educational, and personal support to students and families which impacted academic learning success. Evaluation of discipline data shows the following: Days of Suspension: 255 Number of Expulsions: 10 (up from 1 in prior year) Attendance percentage: 96.6% Number of discipline incidents reported for 2014-2015: 385 (2013-2014: 1005 ,2012-13: 868, 2011-12:1072) 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
2.2 Positive Recognition Materials and Supplies	Student awards for attendance, character development, and academic achievement were awarded quarterly, along with systematic and periodic awards for "Caught Being Good".
2.3 Parent Involvement	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. Fingerprinting for parent volunteers. This service was provided to parents who were interested in volunteering on campus or for field trips. Back-To-School night included a BBQ and supplies were purchased for this event. We had parent participation on our Positive Behavior Intervention and System training. Translation of school information for parents as needed.
2.4 Intervention and Supports to at risk students	Staff was trained in Tier 1 Positive Behavioral Interventions and Support program. Implementation of the intervention system will roll out to students and families for the 2015-2016 school year.

SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2014-15

School: Yuba Gardens Intermediate School

Principal: Kari Ylst

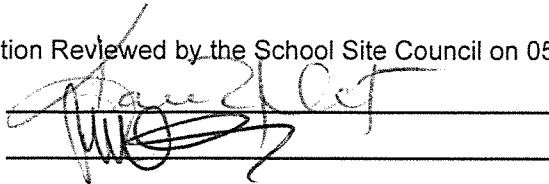
School Site Council Certification

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 05122015.

Principal's Signature:

SSC Chair Signature:

The image shows two horizontal lines for signatures. The top line has a handwritten signature that appears to be "Kari Ylst". The bottom line has a handwritten signature that is more stylized and difficult to decipher, possibly "W. [unclear]".

GOAL #1

Increase the number of proficient students on benchmarks by 10% in ELA, CCSS 7th and CCSS 8th. Benchmarks will be implemented this year that are aligned to CCSS. Math has adopted new materials for the 2014-2015 school year.

What data did you use to form this goal (findings from data analysis)? API/AYP/CELDT and program embedded assessments	What did the analysis of the data reveal that led you to this goal? There has been an increase in API of 8 points from 2011-2012 to 2012-2013. In 12/13 Yuba Gardens did meet their expected API growth target. For the 12/13 school year, 11 of the twenty targets were met for AYP. 28 students were reclassified as proficient English speakers. We still have a great number of EL students remaining at the intermediate level for multiple years.
Who are the focus students and what is the expected growth? With the implementation of the Smarter Balanced test and the new benchmarks, we are expecting a 10% increase in performance for the entire student population, between the first and last benchmarks.	What data will be collected to measure student achievement? CELDT and benchmark data
What process will you use to monitor and evaluate the data? 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 Site Council meetings to determine if resources are being spent appropriately.	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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1	Mandatory After School Help/Tutoring (MASH), transportation costs to get students home. This is part of the third year implementation process for PBIS.	10 students have consistently participated in mandatory after school help since March 2015. In April 2015 we exited two students and added an additional four. Of the 10 students that have participated 8 have increased their grades and improved their attitudes towards school and being engaged in class (as reported by their teachers).
1.2	Tutoring based upon curriculum and benchmark assessments for low Socio/EL/Sped students	An average of 15 students have attended tutoring after school Monday through Thursday for the entire school year.
1.3	Technology Support for teachers to help support student use of technology.	Our Technology Facilitator has been available all year to help support teachers in their use of technology and to support their curriculum needs and facilitate a higher level of classroom engagement. Due to the implementation of the CAASSP, teachers report a need for a part time Technology Facilitator for the 15/16 school year.
1.4	Content Facilitators – plan and facilitate collaboration, and assist with implementation of initiatives, lesson development and professional development.	Content Facilitators plan and facilitate collaboration, and assist with implementation of schoolwide initiatives, lesson development and professional development for peers. Focused collaboration is evident in agendas that are created, teacher participation and meeting notes.

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.5 ELD Intervention Curriculum/Materials, in addition to the core program, to help English Learners acquire the English Language	CELDT results indicates that 14/15 showed a 4% increase in the advanced performance level, an 11% decrease in the Early Advanced performance level, an increase of 10% in the Intermediate performance level, a 1% decrease in the Early Intermediate performance level and a 2% increase in the Beginning performance level.
1.6 Maintenance contracts for the school copiers and RISO machines to produce enhancement pieces to the core curriculum. Purchase of two new copy machines	Copiers in a Title 1 school provide expanded options to introduce and reinforce concepts outlined in pages of the core textbooks. Teacher 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 text book alone will have additional exposures to increase student comprehension and move students toward mastery. Integrated level intervention programs require supplemental materials to be copied on a daily basis.
1.7 Supplemental/complementary supplies and materials for to help reach academic goals.	The 14/15 school year to date shows a total increase of 1% in the A grade range, a 2% decrease in the "B" grade range, a 1% increase in the "C" grade range, a 1% decrease in the "D" grade range and a 2% increase in the "F" grade range, as indicated by teacher grades.
1.8 Observe and implement successful strategies from other teachers, collaborate, determine correct student placement using data, discuss and implement successful strategies.	Math teachers collaborated for a total of two full days in regards to the implementation of the new Go Math program, Special Education teachers collaborated for a total of two full days regarding student achievement and placement.
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 the day in other classes. Students are expected to complete their agendas each class period and share the information with their parents in the evening to help with accountability.
1.10 Student Support Specialist - Mandatory After School Tutoring Coordinator	10 students have consistently participated in mandatory after school help since March 2015. In April 2015 we exited two students and added an additional four. Of the 10 students that have participated 8 have increased their grades and improved their attitudes towards school and being engaged in class (as reported by their teachers). The coordinator has been responsible for keeping in contact with involved parents related to academic progress and making sure that the students are brought the tutoring program personally after school.

GOAL #2

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

What data did you use to form this goal (findings from data analysis)? This page is a continuation of Goal #1.	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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1 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. 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.	13 students completed the MS RTI Tier 3 course and promoted to the higher RTI 6 course. 66 students participated in the RTI Tier 3 course and 14 participated in the RTI Tier 6 course, with an average of 11 participation hours. Average completion rate for both courses was 75%.
2.2 Purchase of composition books for all students in core subjects so that teachers can implement AVID teaching strategies.	Composition books were utilized in math, science and English.
2.3 Training for teachers/administrators to support needs of educationally disadvantaged students. Including the 12th 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.	Teachers participated in the following conferences: PLUS, PBIS Tier 3, CEDR Systems. Safe Schools, AERIES and Youth Risk.

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.4 Accelerated Reading program to support reading, decoding, fluency and building vocabulary.	The Yuba Gardens library shows a total of circulation for the 14/15 school year at this time is 15,737. The circulation for the entire 13/14 school year was 16,159. Total words read is 206,851,120. 88% of our student population is participating in this program.
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. 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. 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.	Yuba Gardens purchased an additional 64 IPADS and carts, as well as 8 computers during the 14/15 school year, all for student use. 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 students in practice with vocabulary, verb tenses, technology standards, literature projects, poetry, e-books, writing, math/science concepts and word webs. This technology was also crucial in teaching students how to perform on the new CAASSP state test.

GOAL #3

Reduce student referrals and suspension days by an additional 20% for the 2014/2015 school year, through the implementation of PBIS Tiers 1 and 2.

What data did you use to form this goal (findings from data analysis)? Attendance and Discipline STATS	What did the analysis of the data reveal that led you to this goal? Data reveals that suspension days were down an average of 10% from 11/12-12/13. Student attendance has decreased slightly from 96.1 to 95.5. In 11/12 there were 21 contracts and 18 expulsions during 12/13 there were 3 contracts and 12 expulsions.
Who are the focus students and what is the expected growth? Focus students are the students receiving referrals. Expected growth includes less days outside of the classroom.	What data will be collected to measure student achievement? Attendance and Discipline STATS
What process will you use to monitor and evaluate the data? Monthly intervention team meetings and the 2nd year implementation of the PRIDE (PBIS) program.	Actions to improve achievement to exit program improvement (if applicable). Implementation of year 3 of the PBIS program.

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
3.1	SWIS Contract to manage and implement discipline data during our 3rd year of the PBIS program implementation.	SWIS data base has allowed our PBIS team as well as our school site to analyze discipline data by the day, month, time of day, # of referrals (minor/major), type of referral etc. Data shows that to date for the 14/15 school year 1,381 referrals have been written. 293 were written for minor-defiance, 155 were for major defiance and 131 for major classroom disruptions, these three categories encompass the majority of the referrals. Most discipline occurred at the end of the day during the middle of the week with September and October showing the most referrals.
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.	Our PASS officer works with students as well as mediating student conflict to increase student time in their academic setting. The PASS officer also spends time communicating student needs to parents. Statistics related to the PASS officers work with students related to numbers of students contacts and type of resolution are not currently available.
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.	Student Support Specialists provide direct services to students to increase student achievement by supporting parent/teacher conferences, working with students and their families to remediate academic issues, running Student Study Teams and working with students having behavioral issues within the classroom setting. YG anticipates less than 60 non-promotes for the 14/15 school 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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
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.	Student Support Specialists provide direct services to students to increase student achievement by supporting parent/teacher conferences, working with students and their families to remediate academic issues, running Student Study Teams and working with students having behavioral issues within the classroom setting. YG anticipates less than 60 non-promotes for the 14/15 school year.

GOAL #4

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

What data did you use to form this goal (findings from data analysis)? *Number of SST/Parent Teacher Conferences being held and the percentage of attendance by parents. *Number of parents/community members attending Site Council/ELAC/PTA meetings. *Number of parents/community members attending Back to School Night/Open House/Informational Evening Meetings.	What did the analysis of the data reveal that led you to this goal? 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 promotees for the 12/13 school year.
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement? *Number of SST/Parent Teacher Conferences being held and the percentage of attendance by parents. *Number of parents/community members attending Site Council/ELAC/PTA meetings. *Number of parents/community members attending Back to School Night/Open House/Informational Evening Meetings.
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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
4.1 Provide activities/mailings for parents to participate in such as Back to School Night, Open House, and evening presentations to support student academic progress.	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, newsletters, promotion information, ELAC notifications and School Site notifications were mailed home. 6 parenting classes were made available to our parents related to youth depression, anxiety and student achievement.

SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2014-15

School: Marysville High School

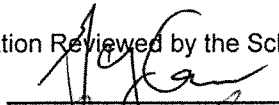
Principal: Gary Cena

School Site Council Certification

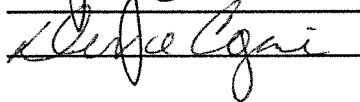
The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on May 14, 2015.

Principal's Signature:

 5-14-15

SSC Chair Signature:

 5-14-15

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 2014-2015.

What data did you use to form this goal (findings from data analysis)? STAR Testing: Content Standards Tests, CAHSEE, and District Interim Assessment data along with site assessment data	What did the analysis of the data reveal that led you to this goal? 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.
Who are the focus students and what is the expected growth? All 9th, 10th, and 11th grade students are included in this goal. Only 10th grade students are included in the CAHSEE goal.	What data will be collected to measure student achievement? Math, ELA, Science, and Social Science performance data for educationally disadvantaged youth, special education, and EL students
What process will you use to monitor and evaluate the data? STAR Testing: Content Standards Tests, CAHSEE, and District Interim Assessment data along with site assessment data	Actions to improve achievement to exit program improvement (if applicable). API = 750 or above AYP = Ten percent increase in the number of students, in each subgroup, scoring proficient in math and ELA CAHSEE CAHSEE = 89% of 10th graders passing both CAHSEE exams and 60% of students achieving proficiency on both exams.

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
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, integrating learning skills (content literacy, organizational, study skills), 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.	Maysville High School tenth graders demonstrated a higher ELA CAHSEE passing rate in March of 2015, when 82% of students passed the exam, compared to the previous year, 2014, when 81% passed the exam. In addition, for the fourth consecutive year, all seniors, graduating or not, have successfully completed the CAHSEE requirement either via passing the test or receiving a special education waiver.

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
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 an increase of five percentage points for our socioeconomically disadvantaged, white, and schoolwide students to score proficient on the CAHSEE, compared to students' performance on the CAHSEE the previous year.	These supplemental materials had enormous influence in Marysville averaging a 96% graduation rate over the past seven years, a 2.0% dropout rate over the past five years, and achieving our district attendance goal of 95% for each of the past eleven straight years. In 2014-2015 82% of students passed the CAHSEE exam, compared to the previous year, 2014, when 81% passed the exam. In addition, for the fourth consecutive year, all seniors, graduating or not, have successfully completed the CAHSEE requirement either via passing the test or receiving a special education waiver.
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.	Marysville High School tenth graders demonstrated a higher ELA CAHSEE passing rate in March of 2015, when 82% of students passed the exam, compared to the previous year, 2014, when 81% passed the exam. In addition, for the fourth consecutive year, directly linked to leadership from this position, all seniors, graduating or not, have successfully completed the CAHSEE requirement either via passing the test or receiving a special education waiver.
1.4 MHS will continue to fund a counselor to further reduce the student to counselor ratio from 940 to 1 to 470 to 1.	For seven straight years, from 2007 thru 2014, Marysville High School's graduation rate has averaged 96% compared with the state average of 80.8. This consistent level of excellence is led by the concentrated, strategic, and effective efforts of our counselors.
1.5 Support specifically EL students, but incorporating other Educationally Disadvantaged Students, by providing organized Tutoring After School (TAS) to assist all students toward reclassification and overall academic success. Provide 37.5% of EL Instructional Assistant (Part time) Salary	In 2014-2015 11 of 66 (16.7%) of Marysville High School EL students were reclassified surpassing our site goal by 7.1 percentage points.
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.	As a result of our schoolwide site action plan, and collaboration, six new COWs (Computers on Wheels) containing 240 chrome books, at a cost of \$94,000 were ordered and put in place to engage educationally disadvantaged students, enhance instruction, and increase rigor in all core area classrooms. ELA and Special Education classes were the first to benefit from the most recent technological purchases.

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
Include specific expenditures and report student achievement outcomes based on measurements noted above.		
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.	
1.8	In all common core content areas, (math, ELA, science, social science and Career Tech Education) all curricular areas, following full staff inservice on Common Core Content Standards, improve benchmark assessments, review and collaborate around benchmark assessment data, provide staff development to enhance Common Core Standards Based Instruction (pacing, assessing, collaborating, intervening), and toward School Wide Continuous improvement (Shared vision, shared understanding, collaboration).	Congruent with our schoolwide action plan, all teachers on our campus are considered language arts teachers. Professional development money was invested for over 30 of our teachers to participate in ongoing research based training (three sessions each) via Sacramento Office of Education (SCOE) on argumentative writing. In addition, our entire staff received a half day training from SCOE on argumentative writing. This training, combined with five cross disciplinary teachers attending five day sessions with Carol Jago on argumentative writing is providing a focus and vehicle for increasing rigor in all academic courses.
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.	Marysville High School invested categorical funds toward training and tools for implementation of our third year of PBIS. Additional Tier II training enhanced the incredibly successful "Check in, Check-out" (CiCo) intervention and opened the avenue for MHS to be one of only a handful of high schools in Northern California to begin development and implementation of Tier III strategies. Marysville High School has witnessed a consistent 33% decline in A-E violations and a 40% decrease in referrals. This improved behavioral performance is added to increased perceptions, measured by Twitter surveys and Healthy Kids Surveys, of students feeling safe on campus. Marysville High School received recognition by being asked to present our PBIS program at the state conference this spring in Santa Clara. Our team is also invited to present at the National PBIS conference in the Fall.
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.	Specific categorical funds were not actually invested in this area in 2014-2015

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 ensure they are prepared to pursue the career path of their individual aptitude, interest, and choice.

What data did you use to form this goal (findings from data analysis)? Comparison of A-G completion rates with schools in our region and statewide.	What did the analysis of the data reveal that led you to this goal? Analysis led to the conclusion that an average of 35% of graduates state wide complete A-G requirements.
Who are the focus students and what is the expected growth? 2014-2015 34% of students completing A-G Requirements 2015-2016 35% of students completing A-G Requirements	What data will be collected to measure student achievement? Formative benchmark exams, CAHSEE pass and proficiency rates, will be used to measure achievement
What process will you use to monitor and evaluate the data? Students' demonstrated performance in terms of % of students completing A-G requirements	Actions to improve achievement to exit program improvement (if applicable). 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:

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1	Work with our district leadership toward an appropriate Full Time Equivalent (FTE) formula in order to maintain Career Tech courses and further development of career paths.	Our stakeholders' outstanding grass roots (completing over 600 surveys) participation in our district's LCAP surveys and discussions has resulted in optimistic news that MHS likely will receive an additional FTE in 2015-2016, in part to be used for intervention classes to support EDY.
2.2	Work toward adding additional Advanced Placement course offerings for all students (Students and Parents).	Our stakeholders' outstanding grass roots (completing over 600 surveys) participation in our district's LCAP surveys and discussions has resulted in optimistic news that MHS likely will receive \$20,000 of LCAP money to replace AP textbooks and part of an FTE to serve AP classes.
2.3	Continue implementation of the Positive Behavior Interventions & Supports (PBIS) Tier I schoolwide expectations, incentives, documentation (SWISS), communication & problem solving, and launch implementation of PBIS Tier II and Tier III interventions and strategies beginning with implementation of "Check-in Check-out" (Ci-Co).	Marysville High School invested categorical funds toward training and tools for implementation of our third year of PBIS. Additional Tier II training enhanced the incredibly successful "Check in, Check-out" (CiCo) intervention and opened the avenue for MHS to be one of only a handful of high schools in Northern California to begin development and implementation of Tier III strategies. Marysville High School has witnessed a consistent 33% decline in A-E violations and a 40% decrease in referrals. This improved behavioral performance is added to increased perceptions, measured by Twitter surveys and Healthy Kids Surveys, of students feeling safe on campus. Marysville High School received recognition by being asked to present our PBIS program at the state conference this spring in Santa Clara. Our team is also invited to present at the National PBIS conference in the Fall.
2.4	Postage, paper, labeling, and printing costs for supplemental parent communications, including "Good News Cards", and parent newsletters.	As an off-shoot of our school's successful PBIS Wampus Card positive energy program, numerous staff members, particularly from our science and math departments, sent hundreds of handwritten "Good News Cards" home to parents validating positive student performance, bridging communication, and building relationships.

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.5 Work toward adding an additional (third) guidance counselor (Students and Parents).	Our stakeholders' outstanding grass roots (completing over 600 surveys) participation in our district's LCAP surveys and discussions has resulted in optimistic news that MHS likely will receive second counselor paid for by our district, meaning MHS will continue to use Targeted categorical money to fund a third counselor, reducing the ration from 470 students per counselor to 310. Advertisements for this job were sent out this week for this position.
2.6 Maximize student, parent, and teacher participation in, and utilization of, Aeries.	
2.7 Provide "credit repair" opportunities for educationally disadvantaged students to make up credits by taking independent study or online courses.	\$7,000 of Targeted money was invested to offer credit repair 67 students, 50 of whom enrolled in credit repair and completed coursework. These 50 students completed 262 credits. \$6,500 is being invested to offer 60 students credit repair over the upcoming summer, with the potential of 300 credits to be earned. These efforts help contribute toward our school's successful dropout rate (3.4%) and our graduation rate (93.1%).

GOAL #3

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

What data did you use to form this goal (findings from data analysis)? Student behavior data spanning nine years provided the measure for this goal.	What did the analysis of the data reveal that led you to this goal? 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.
Who are the focus students and what is the expected growth? 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 2014-15. Suspensions will reduce 10% from 2013--2014. Attendance will meet or exceed 95%.	What data will be collected to measure student achievement? AERIES attendance and student discipline printouts
What process will you use to monitor and evaluate the data? AERIES attendance and student discipline printouts	Actions to improve achievement to exit program improvement (if applicable). 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:

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 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 190 documented interventions for conflict management, home visits, personal and family crisis interventions, counseled 167 students while they were serving In-House suspension; counseled 509 students (duplicated count) while they attended detention; conducted 76 home visits, and made 112 parent contacts via phone call office visits, or home visits. Our PASS officer plays a leading role monitoring and intervening our 12th graders' 90% attendance graduation requirement--which includes numerous contacts with the students and their parents. He also is our Tier II Coordinator spearheading our Check in-Check out (CiCo), which is reflective of our 40% reduction in discipline and 33% reduction in A-E violations. These efforts have had enormous influence in Marysville averaging a 96% graduation rate over the past seven years, averaging a 2.0% dropout rate over the past five years, and achieving our district attendance goal of 95% for each of the past eleven straight years.
3.2	Marysville High School will provide dropout prevention services that include intervention strategies, and outreach to counseling services for At-Risk Educationally Disadvantaged Students.	For the past seven weeks, Marysville High School has had a two and one half day a week Secondary Student Support Specialist who has provided "psychological air" to 39 students on site and suspended expulsion contracts. Our intervention specialist has recorded 87 meetings with these students meeting with 24 students (62%) one to two times; 14 students (36%) three to four times, and one student (2%) five times. This intervention has demonstrated a profound impact on these students evidenced by the nearly 100% non-recidivism rate (meaning no student repeated a serious offense, nor needed the next level of intervention, such as expulsion) and contributed to the positive numbers shared by the SWIS statistics for the PBIS program.

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Annual Program Evaluation - 2014-15

School: Abraham Lincoln School

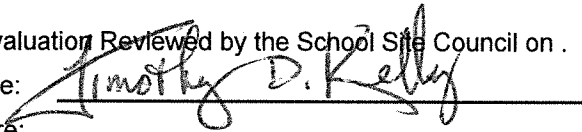
Principal: Timothy Kelly

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:

Handwritten signature of Timothy D. Kelly in black ink, written over a horizontal line.

SSC Chair Signature:

A horizontal line for the 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), new state testing, 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, Abraham Lincoln School will be restructured to better meet the needs of all students.

What data did you use to form this goal (findings from data analysis)? Graduation and reintegration rates, CAHSEE Exit Exams, Go Math Chapter Exams, Qualitative Reading Inventories, Research Based Projects	What did the analysis of the data reveal that led you to this goal? Students need to be assessed and ready to achieve with promotion and graduation. Thematic units were used to stimulate interest and improve skills in researching, writing, art, music, and the common core curriculum. Parents could help facilitate their students academic progress at home.
Who are the focus students and what is the expected growth? All students K - 12th grades.	What data will be collected to measure student achievement? Graduation and reintegration rates, CAHSEE Exit Exams, Go Math Chapter Exams, Qualitative Reading Inventories, Research Based Projects
What process will you use to monitor and evaluate the data? Grade reporting, LEA Accountability Reports of Annual Measurable Achievement Objectives for English Learners, Smarter Balance testing, and CAHSEE results.	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 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 280 K-12 students in the program. The supplemental library augmentation leads to increased reading fluency. Students that are checking out and reading book of interest from the library are more likely to successful pass the CAHSEE ELA exit exam. These student also earn more English credits than students not utilizing the checkout library. Students who used the reading library earned on average 13 more credits in English per academic school year.
1.2	Computer tech will manage virtual lab to ensure computers are powered up and secured on a daily basis.	Classroom technology, primarily the use of Chrome Books has provided students with the opportunity to maximize learning relative to the common core standards. Students have been provided daily access for research, use of online curriculum, and preparedness of Smarter Balance testing.
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.	In regard to ELA and Math a Para Educator will aid in classroom achievement by providing students with one on one assistance and differentiated instruction. Due to ineffectual instructional assistance, learning was not maximized to desired potential. A more effective instructional assistant with increased daily hours is planned and budgeted will be sought for next year.

SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2014-15

School: North Marysville Continuation High School

Principal: David Jones

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 05/14/2015.

Principal's Signature: _____

SSC Chair Signature: _____

GOAL #1

SOUTH LINDHURST

All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics as well as a deeper understanding of technology, history and science. Students will reach Annual Measurable Objectives(AMOS), Participation Rates, the annual Academic Performance Index (API) growth targets, including increased passing CAHSEE rates.

What data did you use to form this goal (findings from data analysis)? State testing, Grade reporting, ASAM data, Illuminate measures.	What did the analysis of the data reveal that led you to this goal? Not all students have met this basic high school exit criteria.
Who are the focus students and what is the expected growth? All students' 10th - 12th grades.	What data will be collected to measure student achievement? SBAC testing data, Grade reporting, ASAM data, CAHSEE pass rates student transiency and re-integration statistics..
What process will you use to monitor and evaluate the data? CAHSEE pass rates, Re-integration students into comprehensive sites, graduation rates of students that persist with program and transiency rates will be evaluated. Illuminate will serve as assessment data with CAHSEE while in transition.	Actions to improve achievement to exit program improvement (if applicable). Not in PI.

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 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 to help teachers focus efforts on students that are working below grade level.	Only one PARA was utilized throughout the school year to provide academic support within the classroom from 8am to 11am. The 5th period option from 11am to 11:45 during lunch as an open lab time for PLATO courseware was never utilized. Based on feedback from staff through discussion and a survey that was sent out in April the expenditure moving into next year is not justified.
1.2	Production, Display and dissemination of student centered materials regarding academics, health and wellness services available.	Student and family newsletters are sent monthly, test results for each CAHSEE exam, progress reports, report cards, and informational letters from the school site are sent home regularly. The ongoing communication between site and home increases academic achievement in the following ways: *Preparedness/planning *Meeting deadlines *Attendance This expenditure is valued and utilized consistently. It will be implemented again next school 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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.3 Development of virtual laboratory to be used for credit remediation, ELD augmentation and SDC curricular tools. Parents 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: Computers, site licenses for credit remediation program, Language programs, hook up and installation materials, Realia specifically for science and math online learning, Supplemental text materials, as well as hours to hire tech to work in laboratory	Major steps have been made to create a full functioning desktop lab to support credit remediation through online PLATO courses, provide enrichment to all content classroom lessons and/or activities, transition exploration and planning (FAFSA, college applications, career exploration, etc.), and SBAC testing. 15 additional desktops were purchased to combine with our 12 existing desktops. Cabling for electrical and data ports were added to the scope to provide a reliable lab for our school site. Additional chromebooks (10) were purchased to create mobile labs for additional opportunities as stated above. 3 ipads and 2 tripods were purchased to create a news studio and expand the SLHS newscast. This has been an important addition to the school site for communication, culture, and positive recognition. It has created buy-in for our students that naturally translates into the core academic areas. We are completing our 1st year of a 3 year commitment with Edmentum PLATO Online program. PLATO courseware has been utilized two different ways this school year. One, as open enrollment to all students outside of the school day with open lab during lunch time (5th period). This method was very difficult to monitor progress and ensure support for all students within the course offerings. Students did not take advantage of the open lab during 5th period. The PARA during this time was not utilized during this time. The second semester we assigned specific PLATO classes to our students within a designated class period that was supervised and monitored by a teacher. This worked very well and students were pushed by the teacher to keep pace. This method does limit our number of course offerings. DATA: *263 students have been enrolled in PLATO classes from September - April. *44 courses have been used since September *The courses have been launched 11,884 times by students from September - April. *1,351 modules have been started and 1,200 have been completed as of April 2015 * 2,308 hr. 45 min. of on-task time has been logged by our students on the PLATO program since September.
1.4 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.	\$3200 was allocated for the SLHS library this school year. Built in reading opportunities within the ELA program and books within the interest areas of our students and tie into our academic standards increases fluency and their love for reading. Students are able to check out books to read for pleasure and/or complete book reports for supplemental work completion. This option is offered to students for additional English credit.

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.5 Additional realia and supplemental teaching materials for extended ELA, Science, History, ELA and Math education. Support materials for intense intervention and guidance to meet grade level standards within the four core subject areas. Focus on transitioning to College and Career readiness.	10 graphing calculators were purchased to supplement and support Math lessons. Supplemental materials for ELA were purchased for new course offerings. Intervention and guidance materials were purchased to support student achievement and college and career readiness needs. The materials will support the core academic areas. *CAHSEE ELA test takers: 80 Re-Testers: 25 Passers: 21 ** CAHSEE pass rate: ELA = 26% **CAHSEE pass rate without re-testers: ELA = 38% *CAHSEE MATH test takers: 76 Re-Testers: 27 Passers: 16 **CAHSEE pass rate: MATH = 21% **CAHSEE pass rate without re-testers: MATH = 32%
1.6 Professional development related to at - risk students. Development opportunities will be directed towards methodology related to school ESLR's and liabilities of teachers and administration to help meet these goals	Professional development was done on site with the Principal. In addition, one 6 hour training through Edmentum was completed before school to train staff on how to use the PLATO online courseware and assign/monitor classes. A 3 hour webinar training on Edmentum Test-Paks was done on April 24, 2015 to train teachers on CAHSEE support and supplemental resources within their core academic classes.
1.7 Additional contracted staff hours to run intense intervention and off cycle course offerings in order to aid student goal achievement.	N/A This goal was not activated and funded during the 2014-15 school year.

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.

What data did you use to form this goal (findings from data analysis)? CAHSEE passing rates, PASS statistics, suspension rates, CST/STAR test results.	What did the analysis of the data reveal that led you to this goal? We have not reached 100 percent of students meeting this basic needs goal.
Who are the focus students and what is the expected growth? All students, 10-12	What data will be collected to measure student achievement? CAHSEE passing rates, PASS statistics, suspension rates, attendance, transcripts
What process will you use to monitor and evaluate the data? Monitor: attendance, suspension records, transcripts, CAHSEE data, graduation rates, awards program, academic plans, evidence of career exploration and frequency and type of parent and community involvement.	Actions to improve achievement to exit program improvement (if applicable). Not in PI

Please report progress in actions implemented this year:

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 Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1	Independently contracted Counselor- Funds used for wages of contracted counselor to work with students on educational persistence, as well as mediating student conflict to increase student time in academic setting and increase school to home communication of student needs. Counselor also serves to facilitate FAFSA, College application and program determination.	N/A this goal was never activated and funded during the 2014-15 school year.
2.2	Student support specialist- to support academic achievement and facilitate transition planning, academic growth and goal actualization of at-risk students.	N/A this goal was never activated and funded during the 2014-15 school year.
2.3	Positive student recognition systems to promote and honor increased attendance, positive behavioral choices and increased achievement and performance (Materials, Supplies, and Support).	Attendance % has risen from 96.5 avg. last year to 96.8 avg. in the first semester this year (August - December). Monthly awards assemblies have been implemented to celebrate and honor student accomplishments in the areas of academics, behavior/character, attendance, and community service. The Awards and Incentives will be expanded next school year.