

# **SINGLE PLAN FOR STUDENT ACHIEVEMENT**

## **Annual Program Evaluation - 2015-16**

School: Arboga Elementary School

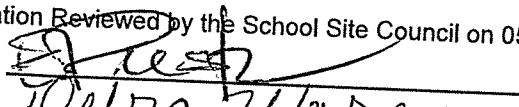
Principal: Eric Preston

### **School Site Council Certification**

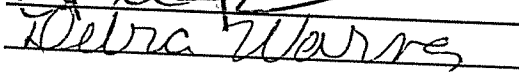
The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on 05/23/2016.

Principal's Signature:



SSC Chair Signature:



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

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

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                                                                                                                                                                                                                                                                  | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                       |
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| 1.1<br>1. Allow grade levels two (2) hours after school each trimester to discuss student progress, pace curriculum, determine intervention groups, collaborate on teaching strategies, analyze results of assessments by grade level, site level and district level. This work is to be done in a complete grade level and not independently, so that collaboration occurs.                                   | We moved from release days to two hours of extra duty because of a shortage of substitutes in the district. Our teachers utilized this time to discuss assessments (district, grade level, curricular embedded), curricular pacing, tutoring groups, interventions, supplemental curriculum, grade level projects and activities, etc. It is our hope to return to release days next year or at least a combination of release days and extra duty, as much more gets accomplished in six hours than two. |
| 1.2<br>2. Providing one 3.75 hour Literary Resource Technician (2 hours paid by LCAP monies and 1.75 hours paid by the site) 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 run all aspects of the Library, including additions and deletions to the collection, scheduling classes to come in, checking out and reshelving books. She also works with students on helping them with basic computer skills. We have added 515 new books to our circulation this year and we now have 14,092 books in our collection, and this year between August 18, 2015 and May 19, 2016, 19,345 books were checked out.                             |
| 1.3<br>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 continues to be a great addition to our team. She helps all parents, especially those whose primary language is Spanish. She translates in IEPs, SSTs and for parent conferences, helps parents complete forms, explains various school and district processes and procedures. She keeps us current with all of our ELAC and DELAC information and meetings, and also works directly with students when appropriate.                                                         |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| 1.4 Provide Instructional Assistants to help with ELA instruction in Kindergarten through 3rd Grade, and to provide ELA interventions in K-6th.                                                                                                                                                                                                                                                                                                                                                                  | We provided Instructional Assistants for two hours in each Kindergarten class, one hour in each 1st grade class, 45 minutes in each 2nd grade class, and the equivalent of 30 minutes in each 3rd grade class. We also had two intervention assistants who worked primarily with students in grades 1-3 and also provided help with grades 4-6 and with a small EL group (with three students, two of whom are first year in the United States, and the other is second year in the United States). Some of the programs used were Read Naturally, Reading Mastery, SIPPS..                                                                                                                                                                                                                    |
| 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. Additionally, this position will run some groups, such as Whanau Fridays, and possibly a boy's group, during the year. | Our Elementary Student Support Specialist continues to work with our students and their behaviors. She acts as a triage for disciplinary issues sent to the office, able to mediate with students where appropriate and send them back to class. She also communicates regularly with parents in an effort to help students with behavior that may be getting in the way of their academic success. She has continued with Whanau Fridays, the girls' group, and has brought in guest speakers for the girls from the community. She sits in on conferences with parents to help them gain a full picture of their student's behavior(s) at school.                                                                                                                                            |
| 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 (15 hours per teacher for a total of 255 hours 1st-6th). Additionally, to provide after school tutoring for students via instructional assistants (approximately 164 hours of tutoring 1st-5th).                                                                         | 14 of 16 eligible teachers provided a total of 163 hours of after school tutoring to our students through April 30, 2016 (an increase of 13.5 hours from last school year) . We never did get to the point where Instructional Assistants provided after school tutoring.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 1.7 Providing a technology based enrichment program for our GATE identified/recommended students.                                                                                                                                                                                                                                                                                                                                                                                                                | GATE this year had three different offerings--1) participation in national Math Olympiads competition for grades 4-6; 2) Aesthometry--the art of making curves out of straight lines-- for grades 3-6; and finally 3) Cougar News, an introduction to making school news reports that students researched, wrote, filmed and presented. The News was then uploaded to YouTube on a closed account and shared with teachers to show in their classrooms. Students who participated in this were in grades 3-6. Last year was our first year competing in the Math Olympiads and this year we had 13 students compete with one scoring in the top 30% nationally and another scoring in the top 20% nationally (last year we had one in the top 50%, one in the top 40% and one in the top 20%). |

## GOAL #2

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

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

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| 2.1 Continue the supplemental Renaissance Place contract for Accelerated Reader, Accelerated Math, Math Facts in a Flash and English Facts in a Flash to help students improve their English/Language Arts and Math skills. Continue maintenance contracts on school printers to provide students with enrichment opportunities and skills practices to reach mastery of the Common Core State Standards. Continue the Art 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. Continue Zingy Learning for 4th and 5th, Raz Kids for K-2 and 1 3rd grade group, Reading A to Z for K-2, Adventure to Fitness for K-6. Begin Moby Max schoolwide and possibly one or two other online supplemental programs. | This year, as of May 19, 2016, we had students take a total of 14,922 Accelerated Reader tests and 11,436 of the tests received a score of 85% or better, earning a total of 14,546.2 points. 91% of the books they read were Fiction and 9% were Non-Fiction. Our students read a total of 94,435,040 words through Accelerated Reader books this year. For Accelerated Math, we had 103 students participate and master 2,229 objectives. This year we dropped from 6 Art Decents to 5 who volunteered and provided the program to 4 grade levels or 13/19 classrooms. Our lead docent again put on Art Night, focusing each interactive station on a different artist and style of art. We continued our subscription to Zingy Learning (online science for 4th and 5th grade), Raz Kids for K-2 and one 3rd grade class, Reading A-Z for K-2, Adventure to Fitness (an online PE program that allows teachers to have inside PE) for K-6 and Moby Max for K-6. Moby Max has ELA, Math, Science and Social Science offerings for students at most grade levels and allows students to learn at their level. Moby Max and Raz Kids are fast becoming incredible resources for our students and we are encouraging as many of them as possible to continue working with these programs over the summer. |
| 2.2 Additions to the Library Collection, various Library supplies and extra help for the Literary Resource Technician.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | We added a total of 515 books to the Library collection this year and purchased some limited supplies to help the Library run.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 2.3 Purchasing/replacing instructional technology that will assist teachers in helping students learn and demonstrate mastery of the Common Core State Standards.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | This year we have purchased 1 laptop computer, 51 Chromebooks (in addition to the 84 the district purchased for us), 10 short-throw LCD projectors, 32 desktop computers, 4 printers, 1 replacement hard drive for a Chromebook, 2 replacement bulbs for LCD projectors, 1 iPad screen repair, 1 LeapFrog LeapPad Platinum Learning Center for Grade PreK-K, 600 earbud headphones, and 3 replacement Chromebook screens, in addition to various other purchases, such as power cords, etc.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

| <p><b>Actions To Be Taken To Reach This Goal</b></p>                                                                                                                                                             | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p> |
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| <p>2.4 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.</p> | <p>Purchases in this area included novels for classrooms, supplies such as seat sacks to help students stay organized, art supplies to enhance curriculum, etc.</p>                                                                                                         |
| <p>2.5 Purchasing any additional curriculum to help students become critical thinkers and to master basic skills necessary to master the Common Core State Standards.</p>                                        | <p>Curricular purchases have included subscriptions to Time for Kids, Scholastic Inc. materials,, WriteSteps materials, Really Good Stuff, STEM based activities, and other items requested by our teachers.</p>                                                            |

### GOAL #3

Increasing parent involvement in the school.

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

Please report progress in actions implemented this year:

| Actions To Be Taken To Reach This Goal |                                                                                                                                                                                                                                     | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above. |
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| 3.1                                    | Purchase Parent Institute School Success Web Content Service and Complete Toolkit on Parent Involvement.                                                                                                                            | We continued both of these services this school year, although we fell down a bit on posting to our Facebook page. The information was accessible via our school website, which needs much more attention next school year.                                  |
| 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 and trained approximately 35 new parents and provided refresher training for an additional 20. We continued to provide scholarships to parents to help them pay for half of their fingerprinting.    |

## **SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2015-16**

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 5/25/16.

Principal's Signature: Lisa Goodman

SSC Chair Signature: Carol Ann

## 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.

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| <p><b>What data did you use to form this goal (findings from data analysis)?</b></p> <ul style="list-style-type: none"><li>• The California Standards Tests for ELA and Math from 2012-2013</li><li>• District Benchmark Assessments for ELA and Math</li><li>• AYP Data for ELA and Math from 2012-2013</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>What did the analysis of the data reveal that led you to this goal?</b></p> <p>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.</p> <p>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.</p> <p>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.</p> |
| <p><b>Who are the focus students and what is the expected growth?</b></p> <p>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.</p> <p>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.</p> | <p><b>What data will be collected to measure student achievement?</b></p> <ul style="list-style-type: none"><li>• District benchmark assessments</li><li>• Program assessments for Open Court and Go Math</li><li>• Classroom formative assessments</li><li>• CELDT results</li><li>• Student progress towards mastery of the CCSS as measured by the standards-based report card</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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| <p><b>What process will you use to monitor and evaluate the data?</b></p> <ul style="list-style-type: none"> <li>• Academic conferences between teachers and the principal</li> <li>• PLC collaboration time</li> <li>• Spreadsheets to analyze data</li> <li>• Academic and goal setting conferences between students, teachers and the principal</li> <li>• 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</li> </ul> | <p><b>Actions to improve achievement to exit program improvement (if applicable).</b></p> <p>Not applicable.</p> |
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Please report progress in actions implemented this year:

| <p><b>Actions To Be Taken To Reach This Goal</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p>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.</p> | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b></p> <p>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p> <p>Every student visited the library on a weekly basis and checked out books within their individualized reading range. Of the 119 first - fifth grade students who participated in the Accelerated Reader program, 107 of the students are reading at or above grade level according to the STAR Reading assessment and demonstrated reading growth from the beginning of the year to the last time the assessment was administered. For the first/second grade, the average Student Growth Percentile (SGP) was 51, the second grade SGP was also 51, the third grade percentile growth was 35, growth for fourth grade was 64 and the SGP for fifth grade was 60. For the Student Growth Percentiles, 1 – 34 is considered low growth, 35 – 65 average growth, and 66 – 99 is perceived as high growth. With 90% of our students reading at or above grade level and demonstrating reading growth this year, it is believed that the Literacy Resource Technician played an important role.</p> |
| <p>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.</p>                                                                                                                                                                                                                             | <p>All seven of the teachers provided before or after school tutoring from December to May with approximately 24 hours of service 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 and post test. These assessments showed that all 42 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 were the sole contributing factor of the growth made. It is believed, though, that tutoring was a critical intervention for these targeted students. Additional assessment information regarding each student involved in tutoring is available at the school site.</p>                                                                                                                                                                                                                                                                                                                                                                                                          |

| <p><b>Actions To Be Taken To Reach This Goal</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Evaluation Of Researched-Based Activities To Determine if Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p>1.3 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 program 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.</p> | <p>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 an almost daily basis. This year, LCAP funds paid for the upgraded Renaissance (Accelerated Reader) program. Therefore, categorical funding was not used to support this goal. The Waterford Program used by K - 2nd grade students to support ELA, Math, and Science skills contributed greatly to the academic achievement of all students. Since it is an adaptive program and provides students with the individualized skills that each student needs based on diagnostic tools, it is no surprise that students' average scores and objectives mastered were very high. Specific assessment information for each child regarding objectives encountered, objectives mastered, and average score is available at the school site.</p> <p>This year, teachers were given a new laptop to support their instructional strategies and classroom instruction. 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. 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.</p> |
| <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>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 intervention settings. While it is difficult to show the direct implications of these resources, it is believed that they contributed greatly to students' overall growth as demonstrated by the ongoing growth in teacher-created informal assessments and district benchmarks. Additional assessment information regarding each student involved in tutoring and classroom intervention is available at the school site.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>1.5 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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Categorical funding was not used to support this goal.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>1.6 Facilitate academic conferencing between teachers and the principal to review student progress data and monitor student achievement.</p> <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Categorical funding was not used to support this goal.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

## 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.)

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| <p><b>What data did you use to form this goal (findings from data analysis)?</b></p> <ul style="list-style-type: none"> <li>• Perceptual data from students and parents</li> <li>• Parent attendance in school-related activities</li> <li>• Student attendance data through Aeries</li> <li>• Discipline records</li> <li>• Review of parent communication tools (notes, School Messenger, phone logs, etc.)</li> </ul>                                                                                                                                                                         | <p><b>What did the analysis of the data reveal that led you to this goal?</b></p> <p>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.</p> <p>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.</p> <p>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.</p> |
| <p><b>Who are the focus students and what is the expected growth?</b></p> <p>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.</p> | <p><b>What data will be collected to measure student achievement?</b></p> <ul style="list-style-type: none"> <li>• District benchmark assessments</li> <li>• Program assessments for Open Court and Go Math</li> <li>• Classroom formative assessments</li> <li>• CELDT results</li> <li>• Student progress towards mastery of the CCSS as measured by the standards-based report card</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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| <p><b>What process will you use to monitor and evaluate the data?</b></p> <ul style="list-style-type: none"> <li>• Perceptual data from students and parents</li> <li>• Parent attendance in school-related activities</li> <li>• Student attendance data through Aeries</li> <li>• Discipline records and behavioral referrals</li> <li>• Review of parent communication tools (notes, School Messenger, phone logs, etc.)</li> <li>• Academic performance correlations with attendance during academic conferences</li> <li>• School Site Council meetings</li> </ul> | <p><b>Actions to improve achievement to exit program improvement (if applicable).</b></p> <p>Not applicable.</p> |
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Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                           |
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| 2.1                                           | Continue 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. | Categorical funding was not used to support this goal.                                                                                                                                                                                                                                                                                                                                                                                        |
| 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. Two parents needed financial support to pay for the fingerprinting fees required to be a volunteer. The Site Council willingly approved this expenditure to encourage and support parent volunteers. |

| <p><b>Actions To Be Taken To Reach This Goal</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p> |
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| <p>2.7 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.</p> <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Categorical funding was not used to support this goal.</p>                                                                                                                                                                                                               |
| <p>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.</p> <p>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.</p> | <p>Categorical funding was not used to support this goal.</p>                                                                                                                                                                                                               |

### 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.)

|                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>What data did you use to form this goal (findings from data analysis)?</b> <ul style="list-style-type: none"><li>• The California Standards Tests for ELA and Math from 2012-2013</li><li>• District benchmark assessments for ELA and Math</li><li>• AYP Data for ELA and Math from 2012-2013</li></ul>    | <b>What did the analysis of the data reveal that led you to this goal?</b> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> |
| <b>Who are the focus students and what is the expected growth?</b> <p>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.</p> | <b>What data will be collected to measure student achievement?</b> <ul style="list-style-type: none"><li>• District Benchmark Assessments</li><li>• Program assessments for Open Court and Go Math</li><li>• Classroom formative assessments</li><li>• CELDT results</li><li>• Student progress towards mastery of standards as measured by the standards-based report card</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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| <p><b>What process will you use to monitor and evaluate the data?</b></p> <ul style="list-style-type: none"> <li>• Academic conferences between teachers and the principal</li> <li>• PLC collaboration time</li> <li>• Spreadsheets to analyze assessment data</li> <li>• Academic and goal setting conferences between students, teachers, and the principal</li> <li>• Analyzing growth over time through improved practices and student learning</li> <li>• 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</li> </ul> | <p><b>Actions to improve achievement to exit program improvement (if applicable).</b></p> <p>Not applicable.</p> |
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Please report progress in actions implemented this year:

| <p><b>Actions To Be Taken To Reach This Goal</b></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b></p> <p>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p> |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.1                                                  | <p>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.</p> | <p>Categorical funding was not used to support this goal.</p>                                                                                                                                                                                                                  |
| 3.2                                                  | <p>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.</p>                                                                                                                                                                                                                                  | <p>Categorical funding was not used to support this goal.</p>                                                                                                                                                                                                                  |

## **SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2015-16**

School: Cedar Lane Elementary School

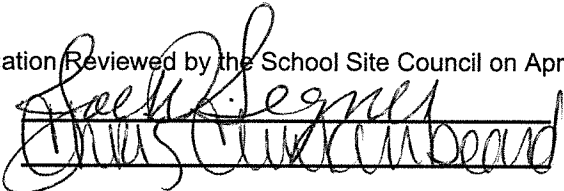
Principal: Jill Segner

### **School Site Council Certification**

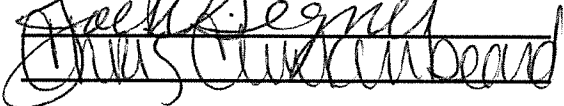
**The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])**

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

Principal's Signature:

Handwritten signature of Jill Segner in cursive script, written over a horizontal line.

SSC Chair Signature:

Handwritten signature of the SSC Chair in cursive script, written 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.

|                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                |
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| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Data revealed students were not making one year of growth as evidenced by ongoing monitoring                                    | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Students that had reading skills were able to maintain those skills. Those that did not, just stayed where they were. Analysis of the data revealed early intervention was necessary to move students forward.   |
| <b>Who are the focus students and what is the expected growth?</b><br>CELDT growth should be 1+ year as evidenced by the results of the assessment.                                                              | <b>What data will be collected to measure student achievement?</b><br>Data will include CELDT Assessments and benchmark exams.<br>Other on-going assessments will be through STAR Reading and STAR Early Literacy. This will be done monthly or bi-monthly to monitor on-going student growth. |
| <b>What process will you use to monitor and evaluate the data?</b><br>We will look at the results of tutoring assessments and monitor STAR Reading, and STAR Early Literacy. We will evaluate the CELDT scores.. | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>Increase student achievement on CELDT.<br>Increase student achievement on ELA CST-like assessment.<br>Increase student achievement on Math CST-like assessment.                                          |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                                                        | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                          |
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| 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 staff member that assists others with our "first line of defense" with computer maintenance, operator errors, and updates has saved countless hours of waiting for district support. He often has a quick fix for issues that would have normally begun a tech ticket, having to wait for a District support person. The District support is good and often quick, but not as quick as our staff member. |

| <p><b>Actions To Be Taken To Reach This Goal</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p>1.2 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 at 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 and expenses related to PD/Conference travel.</p> <p>Out of District Training<br/>01 3010 0 1110 1000 5220 105 4100<br/>Substitutes for Training<br/>01 3010 0 1110 1000 1105 105 4100<br/>01 0003 0 1110 1000 1105 105 5299</p> | <p>Expenditures this year included hiring Lois Mendoza, an independent contractor, previously from SCOE. She provided training with instructional strategies in order to help teachers build depth of knowledge within their curriculum. We also looked at high quality lesson plans through Equip, a national coalition. In so doing, teachers learned the pieces of high quality lesson plans and what was missing from their plans. This helped teachers evaluate their lessons in order to enhance them.</p> <p>Four teachers and one TOSA attended CUE in order to improve and expand their computer integration skills.</p> <p>In order to provide training for our Discovery Education on-line resource, 11 teachers went to Anaheim. The training provided the teachers with strategies to enhance their lessons and integrate the Discovery Education materials.</p> <p>One teacher attended the Kindergarten/First grade Conference.</p> <p>All attendees of conferences come back and either present something they have learned that may be of interest to all staff.</p> |
| <p>1.3 Technology for students and staff. Laptops are used to integrate technology to support the core curriculum. iPads are used in Special Education and regular education classrooms to engage students in their individual learning experience. Chrome books for upper grades to do the same. Replacement of short throw projectors and 2 OSMO for iPads. I pad covers<br/>Bulbs for short throws. Replace short throw projectors.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>At the conclusion of this year, we will have replaced all short throw projectors with ultra short throws. These projectors have been instrumental in presenting lessons through GoMath and other programs. Previous projectors were dark and showed no color.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>1.4 Contracts and support materials will be purchased to compliment the core curriculum through supplemental programs such as Discovery Education, Starfall, Brain Pop, Moby Max</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>These programs have engaged students independently and through class discussions. Starfall helps primary students learn their ABC's and numbers, build words, and identify colors. Brain Pop has mini presentations that enhance the learning environment. Additionally there are other extension activities and a quiz to ensure the students understand what is presented. Moby Max is an online learning activity that initially tests students to determine where the gaps are in their education. The program then begins the student where they are and moves them through Reading, grammar, spelling, math, and science. We have 357 active students completing 4,530 standards. Students have completed 1,377 tests through 5,827 lessons. Problems completed are a whopping 374,319 in 8 subject areas. This resource is available at home as well as school.</p>                                                                                                                                                                                                         |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                     |
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| 1.5 Copiers in a Title I schoolwide school provide expanded options to introduce and reinforce concepts outlined in pages of the core textbooks. Teachers utilize copiers to prepare handson applications and complimentary resources creating a differentiated learning environment. The purchase allows for introduction of multiple methods to reach students. Students who are not able to grasp concepts through a textbook alone will have additional exposures to increase student comprehension and move students toward mastery. Supplemental instructional aids are critical when site goals are focused on closing the achievement gap. Integrated level intervention programs require supplemental materials to be copied on a daily basis. | Copies enhance the learning environment by supporting students where they are and working to where they need to be.                                                                                                                                                                                                              |
| 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. Head phones. Supplementary materials to enhance the classroom environment and to create complete usage of programs such as AR, Starfall, Materials for supplemental projects. Leveled books.<br><br>Reading intervention, SIPPS,                                                                                                                              | We use supplemental programs to enhance and remediate student deficits. We have three paraeducators that work with students in order to provide SIPPS. SIPPS is a proven method that assists students in how to break apart multi-syllabic words. We have found also, through data, most students need more practice at fluency. |
| 1.7 Print Shop to create learning aids to supplement classroom instruction and provide other printing needs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | The Print shop prints posters and sets of homework. The homework provides an extension of the school day. The Print Shop additionally prints posters that support our PBIS program.                                                                                                                                              |
| 1.8 PBIS incentives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | We purchased only a few PBIS incentives this year. We had many leftover from Christmas. We continue to look for new ideas to reward positive behavior.                                                                                                                                                                           |
| 1.9 After-school tutoring. All students will be considered and be invited to attend based on need and standards currently being addressed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Cedar Lane provided after-school tutoring this year for students needing a bump up in their skills. The tutoring data (before and after) 9 out of 10 students showed an increase in skill levels taught. Students that did not make improvement had poor attendance.                                                             |
| 1.10 Web-page updates and monitoring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | This was not done this year. When access was granted to another staff member, it was stated the web page provider would change and it would be a waste of time. Please wait until the new format is presented.                                                                                                                   |

**GOAL #2**

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

|                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Attendance data<br>Student Referrals<br>Para-educator to provide early intervention                                                                                              | <b>What did the analysis of the data reveal that led you to this goal?</b><br>The subgroup of Caucasian students overall showed less than 96% attendance. The number of suspensions, while decreasing, needs to continue to decline. Students that could read, maintained their reading levels. Students that could not moved on and did not improve. SIPPS program was implemented |
| <b>Who are the focus students and what is the expected growth?</b><br>Attendance data reveals the subgroup Caucasian students lack positive attendance. Students with behavior issues will be referred to Community Resources. Primary students will be targeted. | <b>What data will be collected to measure student achievement?</b><br>Ongoing attendance monitoring and parent contact. SARB referrals. Suspensions, referrals to Community resources. Ongoing monitoring assessments                                                                                                                                                               |
| <b>What process will you use to monitor and evaluate the data?</b><br>Ongoing monitoring on students with less than 96% attendance. Ongoing monitoring of behavior incidents.                                                                                     | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>Increased student attendance increases student achievement.<br>Decreasing student disruption will keep students in class and increase student achievement.<br>Ongoing monitoring assessments                                                                                                  |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                   |
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| 2.1 Student Services Coordinator will provide students with academic counseling, 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 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.<br>01 0003 0 1110 3110 1304 105 5299 | The Student Services Coordinator has been a positive addition to our campus. She has spearheaded many activities, competitions and events that have enhanced the learning environment. She monitors and facilitates all SST's, assists in maintaining discipline and makes positive parent contacts.  |
| 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 assist students in their language. They ensure there is communication for school to home. They provide direct service to students enabling them to build their basic acquisition of the English language and helps to communicate the student's needs to the teacher. |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.3 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. | Library circulation exceeded 25,000 books checked out. The LRT provided challenges, monthly topics to garner interest, writing competitions.                                                                                                                         |
| 2.4 4 Para educators to provide intervention to students not reading at grade level. Services will include but are not limited to SIPPS and Read Naturally.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | We had three para-educators that provided intervention to students through SIPPS and Read Naturally. Every child served through the SIPPS program has shown growth. Some made more growth than others, but all students, including SPED students served made growth. |

### GOAL #3

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

|                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                          |
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| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Parent ELAC and Site Council representatives requested ESL classes                                                                                                                                                                       | <b>What did the analysis of the data reveal that led you to this goal?</b><br>30% Parents that responded to survey requested these classes                                                               |
| <b>Who are the focus students and what is the expected growth?</b><br>All students are the focus and the expected growth is two-fold. By informing parents what is going on at school, parents are involved and give input and evaluate programs and activities. The growth is indicated by parent involvement on campus. | <b>What data will be collected to measure student achievement?</b><br>If students can communicate in their native language and English it is a plus for the school and home. Parent Satisfaction survey. |
| <b>What process will you use to monitor and evaluate the data?</b><br>Parent sign in at monthly meetings, attendance records.                                                                                                                                                                                             | <b>Actions to improve achievement to exit program improvement (if applicable).</b>                                                                                                                       |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                          |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.1                                           | Activities for parents. Parents have request ESL classes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Veronica Lepe provided ESL classes for parents. While we began late in the year, February, classes had an average of 10 parents per class. The number dropped when seasonal work became available. Adults made progress speaking English as did some of their children. Childcare was provided and those children were exposed to sight words and their letters and numbers. |
| 3.2                                           | <b>Preschool Transition Plan</b><br>A Passport Program will be implemented by Childhood Development to fortify stronger linkages between home, preschool, and kindergarten beginning in the 2008-2009 school year. The data collection instrument will provide valuable information from the preschool teacher about each individual child plus survey parents so the kindergarten teacher has a better understanding of the needs of the entire family. This occurs between Childhood Development and the elementary site. A passport meeting will be held at the end of each school year so the collected data may be shared amongst the preschool teachers, kindergarten teacher Child Development Director, and school site principal. |                                                                                                                                                                                                                                                                                                                                                                              |
| 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.                                                                                                                                                                                                                                                                         | This is a favorite of the parents, but we have had it two years in a row. We will probably have them back in 2017-18                                                                                                                                                                                                                                                         |

## **SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2015-16**

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 5/31/16.

Principal's Signature: Lisa Goodman

SSC Chair Signature: Charlie Lee

## 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>What data did you use to form this goal (findings from data analysis)?</b> <ul style="list-style-type: none"><li>• The California Standards Tests for ELA and Math from 2012-2013</li><li>• District Benchmark Assessments for ELA and Math</li><li>• AYP Data for ELA and Math from 2012-2013</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>What did the analysis of the data reveal that led you to this goal?</b> <p>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.</p> <p>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.</p> <p>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.</p> |
| <b>Who are the focus students and what is the expected growth?</b> <p>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.</p> <p>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.</p> | <b>What data will be collected to measure student achievement?</b> <ul style="list-style-type: none"><li>• District benchmark assessments</li><li>• program assessments for Open Court and Go Math</li><li>• Classroom formative assessments</li><li>• CELDT results</li><li>• Student progress towards mastery of the CCSS as measured by the standards-based report card</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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| <p><b>What process will you use to monitor and evaluate the data?</b></p> <ul style="list-style-type: none"> <li>• Academic conferences between teachers and the principal</li> <li>• PLC collaboration time</li> <li>• Spreadsheets to analyze data</li> <li>• Academic and goal setting conferences between students, teachers and the principal</li> <li>• 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</li> </ul> | <p><b>Actions to improve achievement to exit program improvement (if applicable).</b></p> <p>Not applicable.</p> |
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Please report progress in actions implemented this year:

| <p><b>Actions To Be Taken To Reach This Goal</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p>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.</p> | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b></p> <p>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p> <p>Every student visited the library at least twice a week and checked out books within their individualized reading range. This year, the Literacy Resource was on site five days per week, which benefited students and staff greatly. Of the 80 first - fifth grade students who participated in the Accelerated Reader program, 66 of the students are reading at or above grade level according to the STAR Reading assessment and demonstrated reading growth from the beginning of the year to the last time the assessment was administered. For first grade, the average Student Growth Percentile (SGP) was 91, the second grade SGP was 48, the third grade percentile growth was 12, growth for fourth / fifth grades was 50. For the Student Growth Percentiles, 1 – 34 is considered low growth, 35 – 65 average growth, and 66 – 99 is perceived as high growth. With 83% of our students reading at or above grade level and demonstrating reading growth this year, it is believed that the Literacy Resource Technician played an important role.</p> |
| <p>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.</p>                                                                                                                                                                                                                             | <p>All seven of the teachers, including the RSP teacher, provided after school tutoring from December to May with approximately 24 hours of service 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 and post test. These assessments showed that all 39 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 were the sole contributing factor of the growth made. It is believed, though, that tutoring was a critical intervention for these targeted students. Additional assessment information regarding each student involved in tutoring is available at the school site.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p>1.3 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.</p> | <p>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 an almost daily basis. This year, LCAP funds paid for the upgraded Renaissance (Accelerated Reader) program. Therefore, categorical funding was not used to support this goal. The Waterford Program used by K - 2nd grade students to support ELA, Math, and Science skills contributed greatly to the academic achievement of all students. Since it is an adaptive program and provides students with the individualized skills that each student needs based on diagnostic tools, it is no surprise that students' average scores and objectives mastered were very high. Specific assessment information for each child regarding objectives encountered, objectives mastered, and average score is available at the school site.</p> <p>This year, 8 desktop computers and monitors were purchased for each of our K - 2 grade teachers to support their instructional strategies and classroom instruction. These were also used for classroom intervention. In addition to this, the 3rd - 5th grade teachers utilized Chromebooks on a daily basis as instructional strategies and as tools to enhance student engagement. This benefited our students greatly. 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. 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.</p> |
| <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>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 intervention settings. While it is difficult to show the direct implications of these resources, it is believed that they contributed greatly to students' overall growth as demonstrated by the ongoing growth in teacher-created informal assessments and district benchmarks. Additional assessment information regarding each student involved in tutoring and classroom intervention is available at the school site.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>1.5 Continue maintenance contracts for the school copier to produce enhancement pieces to the core curriculum.</p> <p>Provide paper for copies to support learning beyond the pages of the textbooks.</p> <p>Supplementary assignments make learning fun, actively engage students, and make the content more relevant to students as the teacher varies and improves instructional strategies.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Categorical funding was not used to support this goal.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Categorical funding was not used to support this goal.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>1.7 Facilitate academic conferencing between teachers and the principal to review student progress data and monitor student achievement.</p> <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Categorical funding was not used to support this goal.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |



## 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.)

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>What data did you use to form this goal (findings from data analysis)?</b> <ul style="list-style-type: none"><li>• Perceptual data from students and parents</li><li>• Parent attendance in school-related activities</li><li>• Student attendance data through Aeries</li><li>• Discipline records</li><li>• Review of parent communication tools (notes, School Messenger, phone logs, etc.)</li></ul>                                                                                                                                     | <b>What did the analysis of the data reveal that led you to this goal?</b> <p>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.</p> <p>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.</p> <p>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.</p> |
| <b>Who are the focus students and what is the expected growth?</b> <p>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.</p> | <b>What data will be collected to measure student achievement?</b> <ul style="list-style-type: none"><li>• District benchmark assessments</li><li>• Program assessments for Open Court and Go Math</li><li>• Classroom formative assessments</li><li>• CELDT results</li><li>• Student progress towards mastery of the CCSS as measured by the standards-based report card</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

| What process will you use to monitor and evaluate the data?                                                                                                                                                                                                                                                                                                                                                                                                                                  | Actions to improve achievement to exit program improvement (if applicable). |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Perceptual data from students and parents</li> <li>• Parent attendance in school-related functions</li> <li>• Student attendance data through Aeries</li> <li>• Discipline records and behavioral referrals</li> <li>• Review of parent communication tools (notes, School Messenger, phone logs, etc.)</li> <li>• Academic performance correlations with attendance during academic conferences</li> <li>• School Site Council meetings</li> </ul> | Not applicable.                                                             |

Please report progress in actions implemented this year:

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                        | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                             |
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| 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. | Categorical funding was not used to support this goal.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 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 monthly during the year 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. |
| 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 12 parent volunteers that assisted in classroom and school-wide activities 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 required to be a volunteer. The Site Council willingly approved this expenditure to encourage and support parent volunteers.                                                                                    |

| <p><b>Actions To Be Taken To Reach This Goal</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p> |
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| <p>2.7 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.</p> <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Categorical funding was not used to support this goal.</p>                                                                                                                                                                                                               |
| <p>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.</p> <p>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.</p> | <p>Categorical funding was not used to support this goal.</p>                                                                                                                                                                                                               |

### 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.)

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| <b>What data did you use to form this goal (findings from data analysis)?</b> <ul style="list-style-type: none"><li>• The California Standards Tests for ELA and Math from 2012-2013</li><li>• District Benchmark Assessments for ELA and Math</li><li>• AYP Data for ELA and Math from 2012-2013</li></ul>     | <b>What did the analysis of the data reveal that led you to this goal?</b> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> |
| <b>Who are the focus students and what is the expected growth?</b> <p>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.</p> | <b>What data will be collected to measure student achievement?</b> <ul style="list-style-type: none"><li>• District benchmark assessments</li><li>• program assessments for Open Court and Go Math</li><li>• Classroom formative assessments</li><li>• CELDT results</li><li>• Student progress towards mastery of standards as measured by the standards-based report card</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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| <p><b>What process will you use to monitor and evaluate the data?</b></p> <ul style="list-style-type: none"> <li>• Academic conferences between teachers and the principal</li> <li>• PLC collaboration time</li> <li>• Spreadsheets to analyze data</li> <li>• Academic and goal setting conferences between students, teachers, and the principal</li> <li>• Analyzing growth over time through improved practices and student learning</li> <li>• 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</li> </ul> | <p><b>Actions to improve achievement to exit program improvement (if applicable).</b></p> <p>Not applicable.</p> |
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Please report progress in actions implemented this year:

| <p><b>Actions To Be Taken To Reach This Goal</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                |
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| <p>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.</p> | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b></p> <p>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p> |
| <p>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.</p>                                                                                                                                                                                                                                  | <p>Categorical funding was not used to support this goal.</p>                                                                                                                                                                                                                  |

# **SINGLE PLAN FOR STUDENT ACHIEVEMENT**

## **Annual Program Evaluation - 2015-16**

School: Mary Covillaud Elementary School

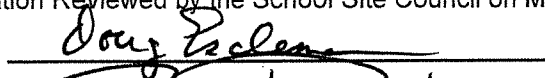
Principal: Doug Escherman

### **School Site Council Certification**

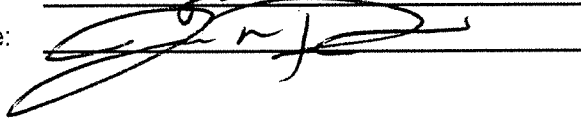
**The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])**

Annual Program Evaluation Reviewed by the School Site Council on May 17, 2016.

Principal's Signature:



SSC Chair Signature:



## GOAL #1

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

|                                                                                                                                                                      |                                                                                                                                                                                                                                                                        |
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| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Data was used from MJUSD Benchmark Assessments and California State Testing (SBAC). | <b>What did the analysis of the data reveal that led you to this goal?</b><br>The analysis at the data showed students that are economically disadvantaged and second language learners need extra interventions and support to maintain five percent expected growth. |
| <b>Who are the focus students and what is the expected growth?</b><br>The focus groups are the economically disadvantaged and second language learners.              | <b>What data will be collected to measure student achievement?</b><br>The MJUSD embedded benchmarks, CELDT scores, SBAC scores, California State Teaching and Content standards, and teacher observations                                                              |
| <b>What process will you use to monitor and evaluate the data?</b>                                                                                                   | <b>Actions to improve achievement to exit program improvement (if applicable).</b>                                                                                                                                                                                     |

Please report progress in actions implemented this year:

| Actions To Be Taken To Reach This Goal |                                                                                                                                                                                                                                                                 | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                         |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1                                    | Purchase of Web base software, Waterford for Kinder, i Ready for grades 1-5, and Chrome Books for all 2-5 grades.                                                                                                                                               | Through observation, it is documented that all students developed skills in the use of computers and knowledge of multiple steps problems on how to use technology to help solve problems. Students learned to type and access the various functions that technology offers.                                                                                         |
| 1.2                                    | Release time for small group and intervention of all students that are struggling to reach mastery                                                                                                                                                              | Approximately five percent of the students were tutored by their teacher. This percent did not vary throughout the school year yet different students were being held in for various interventions. There was more success in the lower grades. Benchmarks went up in Kinder, and First Grades in both math and language arts. Third grade went up in Language Arts. |
| 1.3                                    | Funds were used to have parents attend conferences after school started to improve parent communication as well as to inform parent what was being taught and expected for the learners for the entire year. Parent Compacts were also agreed upon at this time | Teachers were able to reach out to parents due to the communication that was set up during the conferences. Most issues have moved from the office to the classroom.                                                                                                                                                                                                 |
| 1.4                                    | Two part librarians were hired to maintain and enhance the library through books, videos, teacher related education material. The library was opened the entire day from fifteen minutes before school started and thirty minutes after school was released.    | Thirty two learners from grades 1-5 have over 125 AR points. 54 learners have over 100 points. 14 of the 32 are EL students.                                                                                                                                                                                                                                         |
| 1.5                                    | The purchase of library books for all students has inspired students to read. Over five thousand dollars was spent on new or replacing old books.                                                                                                               | Thirty two learners from grades 1-5 have over 125 AR points. 54 learners have over 100 points. 14 of the 32 are EL students.                                                                                                                                                                                                                                         |
| 1.6                                    | Mrs. Almaraz provides direct services to all EL students in the school. This is accomplished by the para-educator going from room to room to work in small groups of EL students or one on one if needed.                                                       | Through the examination of the CELDT test, an emphasis should be placed on intermediate level and long term English Learners. Seven learners were redesignated during the school year.                                                                                                                                                                               |
| 1.7                                    | Materials and supplies were purchased out of Target funds to compliment and support instruction to all students.                                                                                                                                                | This is very difficult to evaluate due to the fact that if we did not enhance or compliment materials, learners scores but exceedingly less.                                                                                                                                                                                                                         |
| 1.8                                    | Tutoring is done by all 1-5 grade teachers. Interventions are done by the classroom teacher other than Mrs. Cahill, the RSP teachers, who has a second grade intervention group after school that are learning their sounds and sight words.                    | Tutoring is more effective after school when it is targeted to a specific learning disability. It is obvious that the impact by first grade teachers using this time to teach all 220 sight words is beneficial the following year to the learners and the teachers.                                                                                                 |

| Actions To Be Taken To Reach This Goal                                                                                        | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above. |
|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.9 The school provides two teachers who try to trouble shoot technology issues as well as aide teachers in various software. | Both teachers assist in instructing teachers on how to use various software from Waterford, to operating Elmos, Smart Boards, and SBAC material.                                                                                                             |
| 1.10 The art program was purchased the previous year but no presenter was used this year.                                     | No evaluation                                                                                                                                                                                                                                                |

## GOAL #2

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

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

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                    | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1 The school purchased parent/student handbooks with a calendar of events, sent home weekly schedules of events, and did a monthly newsletter. | The parent/student handbook was followed on all events except once which was cancelled. It has helped generate more parent participation more events. Over four hundred grandparents came to Grandparents' Day which was only topped by Open House which had over 650 parents, relatives, former students, and friends coming to see the school and teachers. PTCO had a book faire going on and it brought in more money than any single day in the past. |

## **SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2015-16**

School: Dobbins Elementary School

Principal: Lynne Cardoza

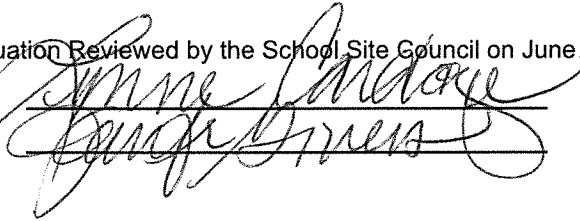
### **School Site Council Certification**

**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 14, 2016.

Principal's Signature:

SSC Chair Signature:

The image shows two handwritten signatures in black ink. The first signature, for the Principal, is 'Lynne Cardoza' and is written over a horizontal line. The second signature, for the SSC Chair, is 'George Green' and is also 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 District Benchmark and Curriculum Embedded Assessments.

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

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above. |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1                                           | Provide students access to curriculum that addresses individual academic levels in grades K-6 ELA and Math. These programs also provide teachers essential data in identifying students who need additional intervention to attain proficiency.                                                                                                                                                                                                                                                                                                                           | Not funded.                                                                                                                                                                                                                                                         |
| 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.                                                                                                                                                             | In addition to basic supplies of paper, pencils, ink etc. subscriptions to Scholastic News were used in all classrooms to supplement core curriculum.                                                                                                               |
| 1.3                                           | Support reading/ELA through a comprehensive literacy program by: maintaining and supporting a K-6 library, having direct contact with students building reading fluency by reading to students, assisting students with appropriate book selections, assisting students and teachers with classroom research projects, supporting and maintaining the Accelerated Reader Program, supporting the ELA content standards, working with students who are below grade level in small group settings and 1:1 within the classroom structure, and providing technology support. | Funded a Literacy Resource Technician. We achieved a school wide growth of 7 months in Reading as measured by the STAR Reading Assessment.                                                                                                                          |
| 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.                                                                                                                                                                                                                                                                                                                                                                                              | After school tutoring was provided to 4th/5th/6th grade students who were below proficient in ELA and/or math. Those who participated averaged 1.8 years growth in reading.                                                                                         |
| 1.5                                           | Provide small group ELA and Math direct learning opportunities and teacher support in K – 6 classrooms.                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Funded 1.5 hours daily of para support to provide small group learning opportunities in the 4/5/6 and 2/3 classrooms. This support enabled single graded instructional time for all students.                                                                       |
| 1.6                                           | Improve student achievement through the use and integration of technology.Support technology based learning and enhance active student engagement.                                                                                                                                                                                                                                                                                                                                                                                                                        | We purchased 10 Chromebooks to be used to improve student achievement through the use and integration of technology.                                                                                                                                                |
| 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.                                                                                                                                                                                                                                                                                                                                                                         | Staff participated in Project Glad training to enhance student engagement.                                                                                                                                                                                          |

The Single Plan for Student Achievement - Annual Review

1 of 4

6/14/16



## 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.

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

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b> |                                                                                                                                                                        | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above. |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1                                           | Provide Opportunities for parents to become actively involved in their child's education by becoming school/classroom volunteers                                       | Two parents were fingerprinted who became actively involved in the child's education and regularly served as parent volunteers.                                                                                                                                     |
| 2.2                                           | Facilitate parent workshops and curriculum nights, which will provide parents with strategies to incorporate at home to support students in building academic success. | Not funded.                                                                                                                                                                                                                                                         |

## **SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2015-16**

School: Edgewater Elementary School

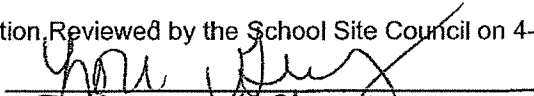
Principal: Lori Guy

### **School Site Council Certification**

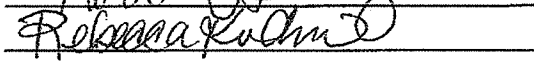
The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation, Reviewed by the School Site Council on 4-25-2016.

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%.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>CST, district benchmarks, Accelerated Reader statistics, teacher assessments and student classroom. 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. | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Our ELA and Math proficiency rates are still below the federal targets for AYP. Growth was evident in grade levels that provided intervention in ELA based on specific needs of students and that were reviewed after each district benchmark (as evidenced in 2nd grade last year). |
| <b>Who are the focus students and what is the expected growth?</b><br>Students in grades 2-6.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>What data will be collected to measure student achievement?</b><br>STAR reading; CST ELA; MJUSD benchmark assessments; Accelerated Reader participation and success rate; Read Naturally assessments; teacher assessments and student classroom performance; Open Court assessments; attendance rates                                                           |
| <b>What process will you use to monitor and evaluate the data?</b><br>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.                                                                                                                                                                                                                                         | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>Intervention groups developed by grade level to improve student achievement based on students skills and needs reviewed in grade level articulation meetings and adjusted based on student progress.                                                                         |

Please report progress in actions implemented this year:

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

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p>1.1 Provide intervention with extended learning time. Provide during school and after-school intervention to students who are performing below proficiency in ELA and/or math. Grade levels will have a common established intervention time and para-educator support will be provided during that time. Intervention groups will be continuously monitored and adjustments will be made based on student needs and performance.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Para-educators provided intervention to over 40 under our intervention coordinator. Six of those students qualified for RSP services throughout the year due to not making significant progress over the year, but their plans were able to be detailed based on our documentation of the interventions. Other students demonstrated growth in one or more of the following areas; Fluency, STAR (reading comprehension, vocabulary, BPST phonics skills, Sight words and/or Wonders Sightwords). Students in intervention groups gained an average of 1.5 grade levels in their reading scores. Over 476.25 hours of after-school tutoring was provided to over 100 students throughout the school year. Documentation from teachers provided the following results: First grade tutoring groups showed growth in reading site words with all able to read kindergarten sight words by the end of December and most able to read first grade site words by the end of May. A 2nd grade group using English in a Flash after school gained 849 words total with one student mastering 251 words. Third grade students grew an average of 1.1 years in reading, increased fluency at an average of 44 words per minute, resulting in 80% of the students receiving tutoring performing at grade level or above. All of the third grade tutoring group produced an excellent five paragraph expository report including introductory paragraph, main idea, details, transitions and a concluding paragraph. Math facts were learned at 90% accuracy and included addition, subtraction, and multiplication. Preview of lessons helped students comprehend the skills scoring an average of 80% accuracy on chapter tests. A group of 6th grade students showed at least a years growth in reading with one student ending reading slightly above grade level and three growing a year and a half to two years in reading. All students showed growth in math with most bringing their math scores to a 3. Another 6th grade group receiving 66 hours of tutoring grew from an average of 55% on the 12 week ELA benchmark compared to 82.4% on the 30 week benchmark. A specific group of EL students of various grades made growth in reading comprehension based on listening and language skills practiced daily with the teacher. At the end of the 6 week session, most students were able to read/listen to grade level passages and answer comprehension questions orally in a complete thought.</p> |
| <p>1.2 Provide release time and/or extra duty 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 extra duty for technology representative to provide demo lessons, share resources and provide peer observations. Provide approximately 1 day per month release time for the intervention teacher to articulate with classroom teachers and provide academic progress updates to parents. Teacher, parents and intervention teacher will work on improvement plans together in coordination of our elementary student support specialist and will be documented on SSTs or IEPs.</p> | <p>Over 154.5 hours of articulation took place after-school hours. All grade levels had substitutes in May for a day of articulation. Additional days were provided throughout the year for grade levels not articulating after-school. Articulation included looking at student data, reviewing instructional materials, making plans for aligning curriculum, sharing information about language arts adoption and setting instructional goals for students. Student placements were also reviewed and progress discussed. Supplemental resources were shared and reviewed by each grade level. Progress was provided for students in intervention groups with student performance data documented.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>1.3 Provide supplemental instructional materials and technology 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. Laptops will provide integrated lessons with the Smartboards and supplemental instructional supports (i.e., audio/visual).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Instructional materials were purchased as requested by teachers. Additionally school subscriptions provided additional supplemental materials for classrooms. District benchmarks and classroom assessments showed continuous growth in ELA and math.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.4 Provide technology resources for intervention including Waterford and other intervention programs Accelerated Reading, Math in a Flash, English in a Flash, IXL (math and ELA), Read Naturally, Enchanted Learning, More Starfall and technology for student assessments and access to district data resources. Provide listening centers for intervention groups and classroom workshop activities. Provide desk top computers in K-1 to access supplemental programs. Provide desktop computers in 2nd grade for supplemental writing and intervention program use. Provide Chromebooks and charging stations for intervention groups and classroom workshop activities. | 2,653 facts were practiced in English and Math facts in a flash. Students using IXL math averaged a year and a half growth in math. Enchanted Learning provided all teachers with additional resources for their lessons. More Starfall was used for reinforcing skills and concepts in K-2 classrooms. 2 carts of 40 and 3 carts of 10 Chromebooks were added for intervention and classroom workshop activities (grades 3-6). Utilizing the Chromebooks throughout the year made the students more comfortable using the technology during state testing.                                                                                                                                                           |
| 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.                                                                                                                                                                                                                                                                                                                                                                                                                                           | Intervention materials and supplies were provided as requested by teachers. All teachers utilized the print shop. Many grade levels utilized the service for printing grade level common supplemental materials. District benchmarks and classroom assessments showed continuous growth in ELA and Math.                                                                                                                                                                                                                                                                                                                                                                                                              |
| 1.6 Provide two Elementary Student Support Specialists for 3.5 hours each per day to work with students, teachers, other school staff and parents to help ensure student success both behaviorally and academically. One of the Elementary Student Support Specialists will also focus on community volunteers, coordinating parent volunteers, relationships and business partnerships.                                                                                                                                                                                                                                                                                       | Student Study team meetings were held at least monthly. Over 43 Student Study Teams were held with 17 follow ups and students referred for testing for Special Education. Elementary Student Support Specialists monitored over 20 students for behavior, academic or social interventions. Students were monitored in classroom and nonacademic settings. Students needing more intervention were met with individually or in group settings. Over 75 volunteers were invited to our appreciation. 10 students were referred to SST and received intervention services. 6 intervention students were referred and qualified for special education services. Over 140 volunteers assisted with our annual jog a thon. |
| 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.                                                                                                                                                                                                                                                                                                                                                                                   | 27 parents were approved for volunteering this year. Over 40 volunteers attended our end of the year appreciation event with over 75 volunteers invited.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 1.8 Provide student planners for each student in grades 3-6. 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 provided for all students grades 3-6th and improved student responsibility in addition to increasing communication to parents. Planners were utilized and during walk through visitations, Mrs. Guy observed students writing goals and assignments in them in addition to teachers responding to parent comments and/or questions and writing comments.                                                                                                                                                                                                                                                                                                                                                |
| 1.9 Provide parents with written information, newsletters, phone calls to increase communication. Provide materials and supplies for parent meetings and an annual volunteer appreciation celebration.                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Newsletters were provided each month August- June. Additionally, many teachers used Remind 101 as an additional form of communication. Planners in grades 3-6 were used for parent/teacher communication and first grade used daily behavior logs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 1.10 Provide technology support for students through IPADS K-2 and Chromebooks (3-6). This technology will increase student access to multiple learning tools and devices, as well as through Smartboard lessons. Phase 1 was 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.               | 2 carts of Chromebooks (40 each) were purchased and used this year for use in grades 4-6. An additional 30 (10 for each 3rd grade teacher) and a cart for holding up to 12 Chromebooks. All students 3-6 used Chromebooks to access supplemental programs, Utilized them for presentations and research and were more prepared for assessments. 3 carts of laptops are now utilized for supplemental instruction and during classroom workshops.                                                                                                                                                                                                                                                                      |

## GOAL #2

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

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

Please report progress in actions implemented this year:

| <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p>               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p><b>Actions To Be Taken To Reach This Goal</b></p>                                                                                                                                                                                                                                      | <p><b>2.1</b> Provide Literacy Resource Technician so the library will be accessible to students and staff providing materials to supplement the curriculum. opportunities for students to continue a deeper study of concepts presented in class. The library will support and encourage students to read and provide incentives and motivation for students to gain exposure to various genres available in the library. Coordinate opportunities for parents and community members to visit the library, read to students and participate in school-wide literacy events (i.e., Read Across America, read-a-thon).</p>                            |
| <p><b>2.2</b> 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.</p> | <p>Our annual AR contest resulted in a record number of students receiving medals with 293 students receiving medals which was 7 more medals than last year. 93 students received a bronze medal, 54 silver and 146 gold medals. Students read over 37,887 books and 157,387,399 words based on AR tests that were passed.</p> <p>23,466 books are available in our library with over 13,379 titles. 513 active patrons which is over our total enrollment due in part to parents that check out books to share with their children. 37,887 books were read as documented in our Accelerated reader statistics with over 157,387,399 words read.</p> |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                              | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above. |
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| 2.3 Provide books in other languages and about different cultures for parents to check out and read with their children.                                                                                                                                                                                                                                                                                            | Books are available in Spanish, Hmong and many books represent a wide variety of cultures.                                                                                                                                                                   |
| 2.4 Provide a checkout system which allows students to locate books based on titles, authors, or subject.                                                                                                                                                                                                                                                                                                           | Destiny was provided by the district providing a checkout system which allows students to locate books based on titles, authors or subject.                                                                                                                  |
| 2.5 Provide 4 additional Ipads and accessories for student use in library increasing the number to 10. 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. 3 PCs will be available for students doing research, reports, etc. | Ipads were used daily for taking AR tests and accessing learning applications in the library. After-school students and parents were able to utilize the Ipads. Many students took AR tests using the Ipads. With over 37,887 tests passed.                  |

### 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%.

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

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b> |                                                                                                                                                                                                                                                                                              | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                            |
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| 3.1                                           | Provide para-educator support for teachers and to work with groups of students for intervention during workshop time.                                                                                                                                                                        | Para-educators provided intervention to over 40 under our intervention coordinator. Six of those students qualified for RSP services throughout the year due to not making significant progress over the year, but their plans were able to be detailed based on our documentation of the interventions. Other students demonstrated growth in one or more of the following areas: Fluency, STAR (reading comprehension, vocabulary, BPST phonics skills, Sight words and/or Wonders Sightwords). Students in intervention groups gained an average of 1.5 grade levels in their reading scores. 11 students were reclassified in Spring 2016. |
| 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. | 2,653 facts were practiced in English and Math facts in a flash. Students using IXL math averaged a year and a half growth in math. Enchanted Learning provided all teachers with additional resources for their lessons. More Starfall was used for reinforcing skills and concepts in K-2 classrooms. 11 students were reclassified in Spring 2016.                                                                                                                                                                                                                                                                                          |
| 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.                                                                               | Materials were provided as requested by teachers. Continuous growth was documented in district benchmarks and classroom assessments. 11 students were reclassified in Spring 2016.                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                            | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                               |
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| 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. | Dr. Soto facilitated 5 ELAC meetings gaining EL parent input which was included in our site plan. Mrs. Guy attended the meetings seeking parent input, addressing concerns and assisting parents with "next steps". Modifications were made as suggested to parents and items were included in newsletters as well. Articulation time was provided for each grade level to discuss EL progress. Additional meetings were scheduled as necessary to discuss individual student progress and academic needs. |
| 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.                                                                                                                                    | A specific group of EL students of various grades made growth in reading comprehension based on listening and language skills practiced daily with the teacher. At the end of the 6 week session, most students were able to read/listen to grade level passages and answer comprehension questions orally in a complete thought. 11 students were reclassified in Spring 2016.                                                                                                                            |
| 3.6 Provide translation for our Hmong students and for parent/teacher communication. Our Hmong population is under 15% of our enrollment.                                                                                                                                                                         | Hmong translation was provided when needed, but most Hmong parents did not need translation or brought a family member to translate.                                                                                                                                                                                                                                                                                                                                                                       |

## **SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2015-16**

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 05/23/2016.

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.

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| <p><b>What data did you use to form this goal (findings from data analysis)?</b></p> <p>Results from the SBAC<br/>Results of the district benchmark exams<br/>Results of the CELDT assessments<br/>Intervention recording sheets<br/>Articulation and PLC meeting with grade levels<br/>CAB tests<br/>Sign-in sheets<br/>Classroom assessments and intervention tests (developed by teachers and tests within the units)</p> | <p><b>What did the analysis of the data reveal that led you to this goal?</b></p> <p>Students that receive high quality instruction that are engaged perform better on individual assessments and state assessments.</p>                                                                                                                                                                                                    |
| <p><b>Who are the focus students and what is the expected growth?</b></p> <p>Preschool through 6th grade students<br/>EL, ELA and Math Students<br/>Students with disabilities<br/>All students will grow from high quality first instruction with student engaged lessons.</p>                                                                                                                                              | <p><b>What data will be collected to measure student achievement?</b></p> <p>Teachers will weekly turn in assessment sheets and plans for intervention with students in their classrooms. All students will be tested by district benchmarks to make assessments to determine what interventions will be needed to help students that are falling behind.</p>                                                               |
| <p><b>What process will you use to monitor and evaluate the data?</b></p> <p>Analyze data provided to indicate if there was growth by students.<br/>How many had growth?<br/>How much growth?<br/>Was the growth worth the expenditure?</p>                                                                                                                                                                                  | <p><b>Actions to improve achievement to exit program improvement (if applicable).</b></p> <p>After looking over the data 90% of the students that received extra instruction and high quality first instruction showed growth on their district assessments and on classroom assessments. Students grew from as little as 5 points to as much as several hundred on their overall benchmarks and classroom assessments.</p> |

Please report progress in actions implemented this year:

The Single Plan for Student Achievement - Annual Review

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p>1.1 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.</p> | <p>This year Ella redesignated 13 students using:<br/>Teacher collaboration for lesson study using EL strategies<br/>EL teaching and learning strategies introduced through GLAD and SIOP Trainings; were brought to the staff and shared during staff development time by lead teachers who attended the conferences. Differentiated EL learning was enhanced through technology that allows for hands-on placed lessons tailored to student's individual abilities and progress.<br/>Training for staff using released items for the CELDT prepared staff for how questions were asked. Using the rubrics that are available, teachers modeled and taught writing strategies that enhanced their writings.</p> |
| <p>1.2 Ongoing high quality professional development is a powerful means to assist teachers in their work with all students. The employment of effective high quality teaching strategies is essential in improving the academic achievement of each and every student. Professional development to enhance teacher skills and refocus plans for student achievement. These opportunities are provided in and out of the district. Areas of focus will include EL development as well as specific school topics. In-house training will also provide teachers the opportunity to hone their skills right on our campus. Substitute, food and mileage costs are also included to make the professional development and growth possible for classroom teachers. This list includes, but is not limited to: CAFE, EL Conference, CUE, Title 1 Conference, SCOE, 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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Professional Development included but was not limited to:<br/>Computer Using Educators 30%<br/>CLES Conferences 20%<br/>Weekly Articulation 100%<br/>CELDT Training 100%<br/>GLAD Training 100%<br/>Site Level PD 100%<br/>Please note, while the percentages may indicate a small number, the attendees were not the same for each training. These conference attendees shared their experiences at Staff Meetings and minimum day articulations and meetings. They provided ongoing support to others not in attendance. The Positive Behavior program was in the planning stages and will be rolled out in the 15-16 school year.</p>                                                                      |
| <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>The Student Services Specialist is very active on our campus. This person meets with EL students and helps them with extra help that allows for students to succeed. Last year we had 7 students redesignated and this year we had 13 students redesignated. That change is due to having results from the SBAC. 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.</p>                                                                                                                                                                                                     |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| 1.4 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 (42) (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 (30), referrals to Victim Witness (10), Home visits (59), Crisis intervention with students (42), Child Protection Service reports (18) and Request for screening for vision for students (17).                                                                                                |
| 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.                                                                                                                                                                |
| 1.6 TOSA Teacher On Special Assignment. TOSA will work with EL Students by helping track their CELDT Scores. Provide students with counseling on their CLEDTs. Work with students and teachers to develop lessons that will guide EL Students and allow for them to be successful on the CELDT and in the classroom. Pull out EL Students as needed and provide instruction that will guide their learning. Work with teachers in developing PD that will help the teachers guide their instruction for EL Students. 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 training to teachers, parents and students, choices, behavior modification, student/parent involvement and parent/home communication. | The Teacher on Special Assignment worked with our EL students to insure that they were ready for the CELDT test. They also pulled small groups to work with them on targeted instruction. They went to all ELAC, DELAC, and parent meetings to keep up on what our parents and students of EL designation needed to be successful. They spent hours going over interim testing and retesting students to follow up on instruction that was lacking. Our parent and student communication improved while allowing for students and parents to be informed on best practices for them. The TOSA was a vital part in having double the students redesignated from the year before. |

## 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

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| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Results from the SBAC<br>Results of the district benchmark exams<br>Results of the CELDT assessments<br>Intervention recording sheets<br>Articulation and PLC meeting with grade levels<br>CAB tests<br>iReady<br>Classroom assessments and intervention tests (developed by teachers in Edusoft) | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Students that receive high quality instruction that are engaged perform better on district assessments and state assessments.                                                                                                                                        |
| <b>Who are the focus students and what is the expected growth?</b><br>Preschool through 6th grade students<br>EL, ELA and Math Students<br>Students with disabilities<br>All students will grow from high quality first instruction with student engaged lessons.                                                                                                                  | <b>What data will be collected to measure student achievement?</b><br>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. |
| <b>What process will you use to monitor and evaluate the data?</b><br>Analyze data provided to indicate if there was growth by students.<br>How many had growth?<br>How much growth?<br>Was the growth worth the expenditure?                                                                                                                                                      | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>Our EL population benefited from the extra tutoring and support by the teachers. We had 13 students redesignated.                                                                                                                                            |

Please report progress in actions implemented this year:

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| <b>Actions To Be Taken To Reach This Goal</b> | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above. |
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| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                  |
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| 2.1 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, Write Steps 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 15-16 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. Supplemental 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 2009 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 94% 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, Write Steps, 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. EL parents will be offered classes by a trained person to help with understanding the EL/ELA/Math curriculum through at Ella during and after the school day. Parents are encouraged to give input in the development and evaluation of the Site Plan.

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

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                                    | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.1 Calling system to be used to contact parents to remind them of minimum days, days off of school, vacations. In addition, notes are provided in three languages.              | 95% 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.                                                                                                                                                                                                                |

| <p><b>Actions To Be Taken To Reach This Goal</b></p>                                                                                                                     | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3.4 Provide fingerprinting for parents, guardians and volunteers to be apart of the classrooms and helping out with the school.</p>                                   | <p>We saw an increase of parent involvement in the classrooms and more volunteers to go on experiential field trips. We had over 30 new parents start helping out at the school.</p>                                                                                        |
| <p>3.5 EL parents will be offered classes by a trained person to help with understanding the EL/ELA/Math curriculum through at Ella during and after the school day.</p> | <p>We were able to serve over 40 individuals at our ELLA FRC to help train the parents and provide EL/ELA/MATH instruction on our district adopted curriculum to help our parents and students have access to home to school instruction and intervention.</p>              |

## **SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2015-16**

School: Johnson Park Elementary School

Principal: Sarah O'Brien

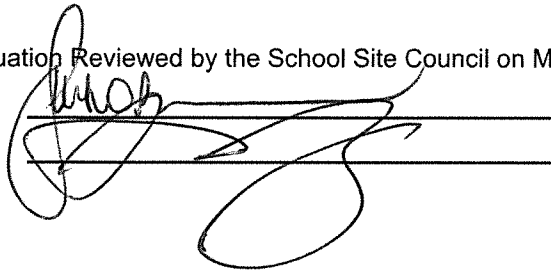
### **School Site Council Certification**

**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 24, 2016.

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.

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

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1 Provide bilingual Student Support Specialist/Para-Educator to monitor student placement, assessment, provide ELD tutoring, intervention and communicate with staff, district office and parents. Student Support Specialist will also work with students to assist them in developing study skills interventions to assist with core curriculum. Student Support Specialist will help to identify students that are academically at risk and will help coordinate intervention services for these students. | Francisco Carrasco was hired to work 6 hours per day for 5 days a week to support EL students in the classroom and provide intervention groups for students. He worked to establish goals for students based on teacher data and assessment data. He also used CEDLT data to support our students and work to reclassify students. We were able to classify 8% of our EL students this year. |
| 1.2 Provide Structured Teacher Planning Time focusing on the progress of the EL students to provide continuous monitoring and adjusting of the instruction provided to positively impact each EL student's academic performance.                                                                                                                                                                                                                                                                                | Teacher structured planning time was scheduled on the first and third Thursdays of each month after school. Teachers were paid their hourly rate for this time.<br>There was a total of 19 days.<br>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 as in the classroom. These programs helped to introduce new vocabulary concepts to students and helped improve benchmark scores. After starting the intervention, the effect was noticeable.                                                                         |

| <b>Actions To Be Taken To Reach This Goal</b> |                                                                                                                                                        | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.  |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.4                                           | 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. 8 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.

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

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                                                    | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above. |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 and teachers are in the library when classes go in. Continue to encourage Librarian to educate students on genres.                                                                                                                                        |
| 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 was celebrated the first week of March. Students participated in various activities throughout the week to encourage reading.                                                                                                                   |
| 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 as well as the Lexia reading program.                                                                                                                                                |

### GOAL #3

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

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

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                            |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 2016, 125 tutoring hours were contracted with teachers. Tutoring was completed in grade levels K-6. Teachers used district assessments and curriculum assessments to restructure groups during articulation time. Some K teachers used the time after their students left to tutor students as well. |
| 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 were by grade level. Some of these included, LHS pumpkin patch, YS Farm Day, Sutter's Fort, CA Capital, Chico State, Railroad Museum and Shady Creek.                                                                                                                                              |
| 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<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>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.</p> <p>Provide supplementary intervention for students not performing at grade level in English Language Arts and Math. Students will receive intervention as well as study skills interventions to assist with core instructional materials.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Teacher structured planning time was scheduled on the first and third Thursdays of each month after school. Teachers were paid their hourly rate for this time.</p> <p>There was a total of 19 days.</p> <p>Teachers reviewed CEDLT Data, informal assessments and curriculum assessments. Intervention groups were created during these meetings along with tutoring groups.</p>                                                                                                 |
| <p>3.5 Improvement of effective instructional strategies linking Essential Standards; reading instructional strategies to be taught at the application level.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>MJUSD curriculum coach, Amy Stratton, was available at every articulation, to help support implementation of standards.</p> <p>Teachers also attended district wide grade level articulation.</p>                                                                                                                                                                                                                                                                                 |
| <p>3.6 Provide supplemental instructional materials to improve instruction, align the curriculum with standards, and provide students with extended learning opportunities.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Board Math, Mountain Math, Mountain Language, Bellworks, Lexia, etc. were purchased to supplement district adopted curriculum.</p>                                                                                                                                                                                                                                                                                                                                                |
| <p>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.</p> <p>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.</p> <p>Increase support given to the PBIS program and support provided to staff and teachers by providing time for PBIS coordinator to plan and implement PBIS procedures.</p> | <p>PBIS team continued to meet monthly to reinforce the PBIS concepts. The team also continued to train staff throughout the year at staff meetings and send out information as reminders as the year progressed.</p> <p>The PBIS organized themed days for one Flag Friday a month, to increase community participation.</p> <p>The co-coordinators spent at least an hour a week inputting information in the SWISS system. This information was analyzed at monthly meetings.</p> |
| <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                               | <p>Dan Johl 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. Dan also helped to facilitate SBAC testing. Overall staff reported less problems with technology and student technology knowledge increased.</p>                                                                                                                                                    |

| <p><b>Actions To Be Taken To Reach This Goal</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p>                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>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.</p> <p>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 Reade, Lexia). 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.</p> | <p>Computer lab was open 5 days a week with the support of the School Tech Lead. Accelerated Reader was used in grade levels 1st-6th and was monitored by teachers as well as the School Tech Lead. Monthly reports were generated by the School Tech Lead. Incentives and prizes were given to students funded by PTO.</p> |
| <p>3.10 Provide technology support for students through the School Site Technology Lead. (Refer to Goal 3.8) This technology will increase student access to multiple learning tools and devices, as well as through SmartBoard lessons, keyboarding applications and computer programs which assist in language arts and math proficiency. This will also assist with the implementation in all classrooms.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Students were provided technology lessons during their classroom computer lab time. The computer lab was also open for students to use during select lunch times.</p>                                                                                                                                                    |

**GOAL #4**

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

| <b>What data did you use to form this goal (findings from data analysis)?</b>                                                                                                                                                                                                                                                                                                                                            | <b>What did the analysis of the data reveal that led you to this goal?</b>                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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. |                                                                                                                                                                                  |
| <b>Who are the focus students and what is the expected growth?</b>                                                                                                                                                                                                                                                                                                                                                       | <b>What data will be collected to measure student achievement?</b>                                                                                                               |
| K-6                                                                                                                                                                                                                                                                                                                                                                                                                      | Discipline referrals<br>Suspension<br>Attendance<br>Parent participation logs<br>Meeting attendance logs<br>Detention records<br>SST documentation of behavior and interventions |
| <b>What process will you use to monitor and evaluate the data?</b>                                                                                                                                                                                                                                                                                                                                                       | <b>Actions to improve achievement to exit program improvement (if applicable).</b>                                                                                               |
| Reduced discipline referrals, fewer suspensions<br>Completion of improvement and beautification projects on campus<br>District benchmark assessments (increased number of students proficient and advanced)                                                                                                                                                                                                              |                                                                                                                                                                                  |

Please report progress in actions implemented this year:

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

| <p><b>Actions To Be Taken To Reach This Goal</b></p>                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p>                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>4.3 Increase supervision of students before school, during recesses and after-school to create a safe and comfortable climate.<br/><br/>Provide monthly meetings for yard duty reviewing problem solving strategies.</p>                                                                                                                                                                                                                                        | <p>Extra yard supervision was added throughout the year.<br/>The lunch schedule continues to be modified to decrease the unstructured time students have to play.<br/>Referrals at lunch time have continued to decrease.<br/>Yard duty meetings continue to occur.</p>                                                                                                                                                                            |
| <p>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.</p>                                                                                                                                                                                                                                    | <p>PBIS expectations were taught in the classroom as well as Second Step in some classrooms. Teachers were trained at the beginning of the school year to implement lesson plans for each area of campus. These lessons were retaught at other times throughout the year. Positive behavior has increased and student referrals and suspensions have decreased.<br/>A bullying prevention program will be taught in the 2016-2017 school year.</p> |
| <p>4.5 Provide extended learning opportunities for enrichment for GATE students.<br/>~Provide music instruction for students after school. (3-5 days a week)</p>                                                                                                                                                                                                                                                                                                   | <p>Music was provided for 4th-6th grade students. (Advanced Band and Advanced Choir)</p>                                                                                                                                                                                                                                                                                                                                                           |
| <p>4.6 Provide avenue for student input and leadership through an organized student council.<br/>Provide staff development opportunities for teacher advisor.</p>                                                                                                                                                                                                                                                                                                  | <p>Student leadership was promoted through Girls on the Run, Girls on Track and through the music program.</p>                                                                                                                                                                                                                                                                                                                                     |
| <p>4.7 Provide professionally developed performances (art, drama, music, etc.) for students. This experience may be presented in assemblies, field trips, guest performances, etc.</p>                                                                                                                                                                                                                                                                             | <p>Classroom teachers along with Deanna Wiseman the music teacher helped coordinate a music performance in December.</p>                                                                                                                                                                                                                                                                                                                           |
| <p>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.</p> | <p>Due to monetary constraints a 2nd SSS was not hired. The Principal scheduled all SST meetings.</p>                                                                                                                                                                                                                                                                                                                                              |

## SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2015-16

School: Kynoch Elementary School

Principal: Angela Huerta/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 5/2/2016.

Principal's Signature:

*Monica E. Oakes* 5/2/2016

SSC Chair Signature:

*Grellano* 5/2/2016

## GOAL #1

### Student Academic Performance

|                                                                                                                                                       |                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>District Benchmark Assessments, Academic Scores, Teacher Assessments | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Students are below in Math and Language Arts. Students are learning to think critically, more in depth using the Common Core Standards. |
| <b>Who are the focus students and what is the expected growth?</b><br>All groups                                                                      | <b>What data will be collected to measure student achievement?</b><br>District Benchmark Assessments, Academic Scores, Teacher Assessments                                                                            |
| <b>What process will you use to monitor and evaluate the data?</b><br>Staff, Site Council, ELAC will review scores to see if goals have been reached. | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>Intervention, Tutoring, Best Teaching Practices.                                                                                |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1 Intervention Time, provide time for Interventions for Certificated Classroom teachers to provide direct intervention instruction for their students with support from Instructional Assistants.                                                                                                                                                                                                                                                                                                                                                                        | On Aeries there are over 6,000 documented interventions that teachers held tutoring students for specific learning needs. The Star Math and Star Reading scores consistently advanced each quarter to show approximately a years worth of growth for each year. State Assessment results showed that as a whole our students academic performance is low. Kynoch has over 90% free and reduced lunch, we are a high poverty area.                                                                                  |
| 1.2 Computer Lab part 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.                                                                                                                                                                               | On Aeries there are over 6,000 documented interventions that teachers held tutoring students for specific learning needs. The Star Math and Star Reading scores consistently advanced each quarter to show approximately a years worth of growth for each year. State Assessment results showed that as a whole our students academic performance is low. Kynoch has over 90% free and reduced lunch, we are a high poverty area.                                                                                  |
| 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 and IReady Contract. Split with District. Extra hours to keep the library open for students after school for Reading support.                                                                                             | On Aeries there are over 6,000 documented interventions that teachers held tutoring students for specific learning needs. The Star Math and Star Reading scores consistently advanced each quarter to show approximately a years worth of growth for each year. State Assessment results showed that as a whole our students academic performance is low. Kynoch has over 90% free and reduced lunch, we are a high poverty area.                                                                                  |
| 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. Library books to supplement for reading and academic improvement. | Two sessions of after school tutoring were held to help low performing students. On Aeries there are over 6,000 documented interventions that teachers held tutoring students for specific learning needs. The Star Math and Star Reading scores consistently advanced each quarter to show approximately a years worth of growth for each year. State Assessment results showed that as a whole our students academic performance is low. Kynoch has over 90% free and reduced lunch, we are a high poverty area. |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p>1.5 Elementary Student Support Specialist will work directly with the students and school staff to ensure student academic success:</p> <ul style="list-style-type: none"> <li>• Works directly with students on behavioral issues identified through classroom and playground observations to create a safe school environment</li> <li>• Meets with students individually to modify choices that will create academic success</li> <li>• Corresponds with parents to involve them in their child's education               <ul style="list-style-type: none"> <li>o Creates academic, attendance, and behavior goals with students and their families to help remove barriers to learning</li> <li>o Keeps families apprised of student's behavior that impede their ability to meet the class/grade level standards of instruction</li> </ul> </li> <li>• Monitors progress of academic, attendance, and behavior goals</li> <li>• Leads groups of students on issues such as bullying, choices, decision making, study skills, etc.</li> <li>• Facilitate student recognition to motivate and inspire positive behavior and academic success</li> <li>• Mediates between students</li> </ul> | <p>Life skills class kept students here at school instead of being suspended. PBIS is also helping to keep students in school. Two sessions of after school tutoring were held to help low performing students. On Aeries there are over 6,000 documented interventions that teachers held tutoring students for specific learning needs. The Star Math and Star Reading scores consistently advanced each quarter to show approximately a years worth of growth for each year. State Assessment results showed that as a whole our students academic performance is low. Kynoch has over 90% free and reduced lunch, we are a high poverty area.</p> |
| <p>1.6 Supplemental Academic Resource for improving student academic performance by providing after school tutoring and educational experiences during school hours. (GATE &amp; Tutoring &amp; Interventions). Afterschool Tutoring and interventions for EL students to raise their academic performance.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Two sessions of after school tutoring were held to help low performing students. On Aeries there are over 6,000 documented interventions that teachers held tutoring students for specific learning needs. The Star Math and Star Reading scores consistently advanced each quarter to show approximately a years worth of growth for each year. State Assessment results showed that as a whole our students academic performance is low. Kynoch has over 90% free and reduced lunch, we are a high poverty area.</p>                                                                                                                             |
| <p>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.</p> <p>Provide expanded options to introduce and reinforce concepts outlined in pages of the core textbooks. Teachers will utilize the office copiers to prepare hands-on applications and complimentary resources creating a differentiated learning environment. The purchase allows for the introduction of multiple methods to reach students. Students who are not able to grasp concepts through the textbook alone will have additional exposures to increase student comprehension and move students toward mastery. Supplemental instructional aides are critical when site goals are focused on closing the achievement gap. Integrated level intervention programs require supplemental materials to be copied on a daily basis. Enhanced school to home communications will also be provided through the photocopier.</p>                                                                                                                                                               | <p>Two sessions of after school tutoring were held to help low performing students. On Aeries there are over 6,000 documented interventions that teachers held tutoring students for specific learning needs. The Star Math and Star Reading scores consistently advanced each quarter to show approximately a years worth of growth for each year. State Assessment results showed that as a whole our students academic performance is low. Kynoch has over 90% free and reduced lunch, we are a high poverty area.</p>                                                                                                                             |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                          |
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| <p>1.9 Elementary Student Support Specialist will work directly with the students and school staff to ensure student academic success:</p> <ul style="list-style-type: none"> <li>• Works directly with students on behavioral issues identified through classroom and playground observations to create a safe school environment</li> <li>• Meets with students individually to modify choices that will create academic success</li> <li>• Corresponds with parents to involve them in their child's education               <ul style="list-style-type: none"> <li>o Creates academic, attendance, and behavior goals with students and their families to help remove barriers to learning</li> <li>o Keeps families apprised of student's behavior that impede their ability to meet the class/grade level standards of instruction</li> </ul> </li> <li>• Monitors progress of academic, attendance, and behavior goals</li> <li>• Leads groups of students on issues such as bullying, choices, decision making, study skills, etc.</li> <li>• Facilitate student recognition to motivate and inspire positive behavior and academic success</li> <li>• Mediates between students</li> </ul> <p>Works with EL families.</p> | <p>SST, Life Skills multiple approaches to helping students were used to improve overall academic performance. Two sessions of after school tutoring were held to help low performing students. On Aeries there are over 6,000 documented interventions that teachers held tutoring students for specific learning needs. The Star Math and Star Reading scores consistently advanced each quarter to show approximately a years worth of growth for each year. State Assessment results showed that as a whole our students academic performance is low. Kynoch has over 90% free and reduced lunch, we are a high poverty area.</p> |

## GOAL #2

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

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

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                              | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| 2.1 Conferences, Training, Staff Development After School, Presenters and Expenses to equip staff to serve our underperforming population. | After school teacher paid PDtime was used to inservice teachers with the new math program in ways to help low performing students. SST, Life Skills multiple approaches to helping students were used to improve overall academic performance. Two sessions of after school tutoring were held to help low performing students. On Aeries there are over 6,000 documented interventions that teachers held tutoring students for specific learning needs. The Star Math and Star Reading scores consistently advanced each quarter to show approximately a years worth of growth for each year. State Assessment results showed that as a whole our students academic performance is low. Kynoch has over 90% free and reduced lunch, we are a high poverty area. |

### GOAL #3

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

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

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                                                                                                                                    | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| 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. | Parental meetings were held after school including site council. Messenger system was used to communicate with parents. Parents are encouraged to volunteer and be part of Kynoch School. After school teacher paid PDtime was used to inservice teachers with the new math program in ways to help low performing students.SST, Life Skills multiple approaches to helping students were used to improve overall academic performance. Two sessions of after school tutoring were held to help low performing students. On Aeries there are over 6,000 documented interventions that teachers held tutoring students for specific learning needs. The Star Math and Star Reading scores consistently advanced each quarter to show approximately a years worth of growth for each year. State Assessment results showed that as a whole our students academic performance is low. Kynoch has over 90% free and reduced lunch, we are a high poverty area. |
| 3.4 Create parent involvement opportunities to increase academic performance.                                                                                                                                                                                                    | Parental meetings were held after school including site council. Messenger system was used to communicate with parents. Parents are encouraged to volunteer and be part of Kynoch School. After school teacher paid PDtime was used to inservice teachers with the new math program in ways to help low performing students.SST, Life Skills multiple approaches to helping students were used to improve overall academic performance. Two sessions of after school tutoring were held to help low performing students. On Aeries there are over 6,000 documented interventions that teachers held tutoring students for specific learning needs. The Star Math and Star Reading scores consistently advanced each quarter to show approximately a years worth of growth for each year. State Assessment results showed that as a whole our students academic performance is low. Kynoch has over 90% free and reduced lunch, we are a high poverty area. |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                  | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| 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 | <p>Parental meetings were held after school including site council. Messenger system was used to communicate with parents. Parents are encouraged to volunteer and be part of Kynoch School. After school teacher paid PDtime was used to inservice teachers with the new math program in ways to help low performing students. SST, Life Skills multiple approaches to helping students were used to improve overall academic performance. Two sessions of after school tutoring were held to help low performing students. On Aeries there are over 6,000 documented interventions that teachers held tutoring students for specific learning needs. The Star Math and Star Reading scores consistently advanced each quarter to show approximately a years worth of growth for each year. State Assessment results showed that as a whole our students academic performance is low. Kynoch has over 90% free and reduced lunch, we are a high poverty area.</p> |

## **SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2015-16**

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:

Judy Hart 5/24/16

SSC Chair Signature:

Ann Vandepool 5/24/16

## GOAL #1

Categorical dollars will be focused on increasing student academic achievement

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

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                 |
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| 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 served as the facilitator for our PBIS monthly meetings. She ensured that the PBIS program was sustained throughout the school year. Notes for the monthly meetings were sent out to the school faculty. The SSS also: encouraged teachers to send out positive postcards to our families to highlight our students' strengths and positive attributes. She led the Kid Live Leadership program, facilitated sports during lunchtime, and coordinated services with families to assist our students with clothing, counseling etc... The SSS also managed the student store on Fridays so that students could spend their Lion Bucks earned during the week |
| 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. | Linda's LRT ensured that students and their families had access to books from 7:45 until 3:00. She managed and distributed AR data and organized the Reading Olympics program. Monthly Family Reading nights continued this year. The LRT ensured that the library house high interest books and students had ample opportunities to keep the books circulating.. She effectively modeled reading fluency and expression during individual class library times.                                                                                                                                                                                                     |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                  |
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| 1.3 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. (EL students will have access to Spanish and Hmong speaking paras) 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.                                                                                                                                                                                                                                                                  | Paras worked with small groups to target specific academic needs in grades K-6th. Paras pushed into classroom to support designated students as well as pulled small groups to work on specific skills such as reading fluency and comprehension                                                                                                                                                                                                                                                                                                                                              |
| 1.4 Students will have access to technology presented in three school computer labs 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. Chrome Books were purchased so that each students in grades 3rd through 6th would have access at the same time |
| 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 accessed Lexia, AR, Brain Pop, Tumble Books, and( kindergarten) ESGI                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 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 to plan the purchase and managing of additional technology, and assisted staff with the implementation of technology in the classroom                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 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, core curriculum, as well as 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 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 allocated 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Teachers and paras provided extended day support in grades K-6th The computer Lab was opened extended hours two days a week to meet the needs of our EL students                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 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 release time to visit other classrooms and then participate in reflective conversations of how effective practices they observed could be integrated into their own classrooms.                                                                                                                                                                                                                                                                                                                                                                                             |

## GOAL #2

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

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| <b>What data did you use to form this goal (findings from data analysis)?</b><br>District Benchmark Assessments, Curriculum Embedded Assessments, Accelerated Reader Testing Data, CELDT scores, number of reclassified students                             | <b>What did the analysis of the data reveal that led you to this goal?</b><br>EL students make up 60% of our student population. It is imperative that this sub-group remains a priority.                                                                                                                 |
| <b>Who are the focus students and what is the expected growth?</b><br>Those students designated as EL.                                                                                                                                                       | <b>What data will be collected to measure student achievement?</b><br>Benchmark Assessments, Curriculum Embedded Assessments, Accelerated Reader Testing Data, Lexia Core Reader5 Data, CELDT scores                                                                                                      |
| <b>What process will you use to monitor and evaluate the data?</b><br>Teachers will focus on EL students' assessment data and CELDT results during teacher articulation. The EL coordinator will monitor closely those students that have been reclassified. | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>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:

| <b>Actions To Be Taken To Reach This Goal</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above. |
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| 2.1                                           | 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.<br>The EL SSS will motivate EL students by organizing events that will recognize EL students academic achievement. | Five paras provided daily student intervention in kindergarten through sixth grade With two being fluent in Hmong and one in Spanish, it helped to bridge the gap with our EL students The paras provided both a pull out and push in model                         |
| 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                                           | Linda School will provide a "Linda Lion's Fitness Club" for students in grades 4th through 6th two days a week after school. This program will enhance students' sense of well being and desire to live a healthy lifestyle enabling them to achieve academic, social, and emotional goals.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | An after school fitness club was facilitated by our PE teacher two days a week for fifth grade students.                                                                                                                                                            |

### 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 PTA, 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.

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| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Number of Parent Education, Site Council meetings, ELAC, PBIS first year implementation, number of office referrals, suspensions, expulsions, and attendance                         | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Students' sense of inclusion, competence, and control directly effects academic achievement and attendance                                                                                                                                 |
| <b>Who are the focus students and what is the expected growth?</b><br>All students' attendance will remain consistent or improve. Discipline incidences will decrease.                                                                                                | <b>What data will be collected to measure student achievement?</b><br>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                                                      |
| <b>What process will you use to monitor and evaluate the data?</b><br>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 | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>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:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                         |
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| <p>3.1 Staff will participate in the PBIS process to develop a school wide discipline program. This team 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.</p> <p>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.</p> | <p>The PBIS team met monthly to ensure the continued implementation of PBIS. Concerns and requests for adjustments in the program were addressed. SWIS data was used to plan strategies that would assist our students. Merit events were planned and SWIS data was analyzed to inform staff of students participating in the merit events.</p>             |
| <p>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, Lion Pride sponsored activities and classroom participation.<br/>Provide families with a handbook/school calendar and banners signifying special school events.<br/>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</p>                                               | <p>Back to School Night was held in August, Family Dinner Night -November, and Monthly Family Reading Nights. Parents received the school handbook/calendar, banners were displayed to inform our families of minimum days and kindergarten registration. The school marquee was updated regularly to inform our community of special events each month</p> |

| <p><b>Actions To Be Taken To Reach This Goal</b></p>                                                                                                                                                                                                                | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p> |
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| <p>3.3 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.</p>                                                              |                                                                                                                                                                                                                                                                             |
| <p>3.4 To prevent and address bullying incidents, the Steps to Respect program will be expanded to all fourth and fifth grade classrooms. Second Steps, a social skills program, will be provided in grades K-3rd</p>                                               | <p>Thirteen classrooms received Steps to Respect and Second Steps instruction Small group social skills programs were implemented as well</p>                                                                                                                               |
| <p>3.5 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</p> | <p>Administration participated in weekly Gang Taskforce Meetings, monthly law enforcement meetings, and district wide lock downs. A new emergency notification tool was added: Catapult</p>                                                                                 |

## **SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2015-16**

School: Loma Rica Elementary School

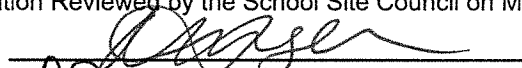
Principal: Kathleen Hansen

### **School Site Council Certification**

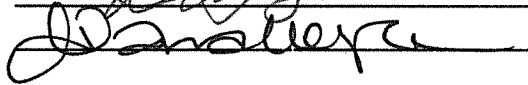
**The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])**

Annual Program Evaluation Reviewed by the School Site Council on May 12, 2016.

Principal's Signature:



SSC Chair Signature:



## GOAL #1

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

|                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Diagnostic assessments, district benchmarks, teacher assessments and standardized testing results.                                                                                                                                                                   | <b>What did the analysis of the data reveal that led you to this goal?</b><br>60% of math students and 52% of ELA are not yet reaching proficient status as measured by the CAASPP. |
| <b>Who are the focus students and what is the expected growth?</b><br>Focus students will be students currently reporting a performance level of 'standard not met' and 'standard nearly met' as measured by the CAASPP. Our goal is to increase the number of students who reach 'standard met' by 3%.                                               | <b>What data will be collected to measure student achievement?</b><br>Diagnostic assessments, district benchmarks, teacher assessments and standardized testing results.            |
| <b>What process will you use to monitor and evaluate the data?</b><br>Teachers will monitor benchmark data and teacher assessments. Teachers will also monitor and evaluate curriculum embedded assessments and provide additional support to students as needed. District support will aid in providing applicable data for analysis and evaluation. | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>N/A                                                                                           |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b> |                                                                                                                                                              | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1                                           | ELA & math instruction will be supported through direct intervention with students including both 1:1 and small group instructional settings.                | Our school faced the challenge of having combination classes for every grade level. Targeting the specific needs of struggling students while simultaneously teaching two separate curriculums was challenging. Site Council voted to continue the services of a para educator for a portion of the day so that teachers could lesson class size numbers and provide more specific grade-level instruction. Site Council also approved 2.0 hours of a literacy resource specialist time. The LRT has been an invaluable resource for help with tutoring, small group instruction and maintaining daily access to supplemental books in our library.<br><br>In 2014-15 our state testing (as one indicator) showed that 47.2% of students had mastered their ELA grade level standards. 40% of our students mastered their math standards. At the time of this evaluation, we do not yet have results of the 2015-16 testing results. Teachers report that the addition of a para educator and the LRT has provided opportunities to increase the challenges of grade-level standards mastery, as well as, interventions for struggling learners. |
| 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 and comprehension is enhanced by using the Accelerated Reader program. The circulation of books through our library continues to increase by using this program. Significant improvements were made to our library this year. Focus has been on providing students more access to informational texts. 80% of our student population participated in the AR program (all except Kinder). While every child experienced success in earning AR points for reading comprehension, 30% of our students exceeded expectations by earning 50 points or more.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.3 Provide supplemental materials which enhance core academic programs. These materials supplement district materials and are designed to enhance specific areas that will help all students advance to levels of proficiency in each subject                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Expenditures for supplemental instructional materials work in concert with the core academic materials provided by our district. Because of this, it is difficult to quantify their effectiveness in isolation of other expenditures. Many of these supplemental materials served to address 'holes' in an ELA curriculum that was not fully aligned with new Common Core standards. This will be addressed next year with our district's adoption of new ELA curriculum. Perhaps the best evaluation of this expenditure's importance to student achievement is to monitor use of supplementals in the classroom. 100% of our school's teachers take advantage of additional instructional opportunities to increase student achievement. |
| 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 iReady.. 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 greatly 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 5 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Loma Rica's student body has active and involved parents who help support our school on a daily and/or weekly basis. This 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. A new addition this year is a list-serve email. Parents have voiced appreciation for this added means of communication.                                                                                                                                                                                      |

| <p><b>Actions To Be Taken To Reach This Goal</b></p>                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1.8 Preparing students for college and career readiness requires early introduction to technology. Skills such as keyboarding, online citizenship and effective internet research strategies help ensure students maximize 21st century learning. Funds will be used to increase student and teacher access to computers and iPads for the purpose of incorporating more technology into curriculum and assessments.</p> | <p>Loma Rica has made significant strides in its effort to ensure that all students have access to up-to-date technology. This effort has been highly focused on students who struggle with regular pencil / paper tasks. Technology allows teachers to address a variety of learning modalities and individualize instruction for these students. Teachers report that students who are unable to access basic grade-level concepts using core materials, are, in fact, able to demonstrate understanding when those same concepts are taught through the use of technology. Students who typically struggle with handwriting 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.</p> |

## GOAL #2

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

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

Please report progress in actions implemented this year:

| <b>Evaluation Of Researched-Based Activities To Determine if Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Actions To Be Taken To Reach This Goal</b><br><br>2.1 Teachers will attend professional development trainings 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 and ELA. 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 teachers' training as would otherwise be needed. We were, however, able to ensure access for ALL teachers by paying their mileage to these trainings. 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 - 2015-16**

School: Olivehurst Elementary School

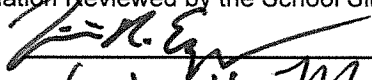
Principal: Jimmie Eggers

### **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 6-1-2016.

Principal's Signature:



SSC Chair Signature:

6-1-16 Melinda Hill

## 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.

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

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                                                                                                              | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1 Provide 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 8 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. The position was successful in providing opportunities for students to improve reading comprehension, vocabulary and writing |
| 1.2 Provide supplemental supplies, materials and equipment to enhance learning opportunities and increase student comprehension across various subject areas.<br>Provide technology equipment, such as cameras, laptops, printers, and computers, scanners | No money was expended towards this goal.                                                                                                                                                                                                                                                                                                                   |
| 1.3 Insure technology is working and available for student use. Provide additional materials and supplies for computer equipment                                                                                                                           | No money was expended towards this goal                                                                                                                                                                                                                                                                                                                    |
| 1.4 Provide supplemental supplies, materials and equipment to enhance learning opportunities and increase student comprehension across various subject areas.                                                                                              | No money was expended towards this goal                                                                                                                                                                                                                                                                                                                    |

| <p><b>Actions To Be Taken To Reach This Goal</b></p>                                                                                                                                                                                  | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1.5 Provide structured teacher planning time focusing on the progress of the EL students.<br/>Provide continuous monitoring and adjusting of instruction provided to positively impact each EL student's academic performance.</p> | <p>No money was expended towards this goal.</p>                                                                                                                                                                                                                             |

## 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.

|                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Accelerated Reader participation grades 2-6<br>MJUSD benchmark assessments K-6<br>SBAC assessments 3-6<br>Math Facts in a Flash participation grades 2-6 | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Students' reading levels need to continue to improve. Exposure to more reading materials is needed to increase reading levels and reading comprehension. |
| <b>Who are the focus students and what is the expected growth?</b><br>K-1<br>2-6                                                                                                                                                          | <b>What data will be collected to measure student achievement?</b><br>Accelerated Reader participation grades 2-6<br>MJUSD benchmark assessments K-6<br>SBAC assessments 3-6<br>Math Facts in a Flash participation grades 2-6         |
| <b>What process will you use to monitor and evaluate the data?</b><br>We will use the total number of books read and AR data to evaluate the success of the program.                                                                      | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>Provide more time and access in the library for students to check out books.                                                                     |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above. |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1 Students will receive assistance in reading, AR reading and AR quizzes. Introduction to fiction, non fiction materials, and different genres of literature. Assists students and parents with materials. Supports CA state standards by offering appropriate materials in all formats to ensure students have equal availability to informational literacy. Teaches the use of reference materials available in the library including atlases, encyclopedias, and dictionaries, books of quotes, thesaurus and almanacs. | Students were able to take a total of tests for AR reading. Students passed 16,692 tests. Our students were able to read at an 79.3 % success rate.                                                                                                                 |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                       | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above. |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.2 The library will support and encourage students to read more to improve fluency and comprehension across all subject areas                                                                                                               | 31,508 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. | No funds were expended for this goal.                                                                                                                                                                                                                        |

### GOAL #3

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

|                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>District benchmark assessments<br>CA state test<br>STAR reading assessments | <b>What did the analysis of the data reveal that led you to this goal?</b><br>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.                                                                                |
| <b>Who are the focus students and what is the expected growth?</b><br>Students in grades K, 1, 2, 3, 4, 5, 6                                                 | <b>What data will be collected to measure student achievement?</b><br>Use of California Standards Test and standards-based report card data, Open Court Unit Assessments, STAR reading assessments, and Harcourt Math assessment results.                                                                                                                                  |
| <b>What process will you use to monitor and evaluate the data?</b><br>District benchmark assessments<br>SBAC<br>STAR reading assessments                     | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>Teacher training and articulation will be refocused next year. Using subs was not successful in providing articulation time. Tutoring and other expenditures provided needed positive student outcomes. Student interventions will be refocused using our new learning center model. |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.1 Extended learning time: Provide newly developed curriculum and during-school and after-school tutoring to students who are performing below grade level in ELA and math. After school gate program to provided extended learning and challenges for Gate identified students.                                                                                                                                                                                                                                                             | 15 teachers provided tutoring for over 140 students. This was a successful expenditure as 56% of the students tutored were able to raise their level towards proficiency on benchmark scores.                                                                       |
| 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<br><br>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 was a goal that helped provide social, behavioral, and academic support for students. It was highly successful as it increased parent awareness and involvement in students' school activities.                                                                |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.4 Provide quality interventions in the classroom grades K-6 by providing support for the teachers using small groups. Groups will be targeted specifically by grade level using benchmark tests.                                                                                                                                                                                                                                                                                                                                                                                                                  | This time was useful for grades Kindergarten through third grade. Focus was on reading intervention and proved to be successful given the high numbers in Kindergarten and 3rd grade. This area will be expanded upon next year with our Learning Center model pilot.                                                                                                                                                                     |
| 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                                                                                                                                                                                                                                                                                                                                                                     | Not all money was expended for this goal. The lack of subs made this a goal that will be rethought in the future. Monies may be redirected to allow for teacher articulation time after school to provide 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.                                                                                                                                                                      | No funds were expended towards this goal                                                                                                                                                                                                                                                                                                                                                                                                  |
| 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.                                                                                                                                                                                                                                                                                                                                                     | Instructional materials provided have supported multiple academic interventions. This proved to be highly successful and will be expanded with our new learning center model. SIPPS new online programs have created multiple opportunities for student learning at their own level.                                                                                                                                                      |
| 3.8 Supplemental materials and supplies as related to technology needs to enhance student access to technology.<br><br>Provide multi media experience including smartboards that allow interactive learning for students. Students will use multiple technologies that help them access curriculum to grow towards and extend beyond proficiency at their grade level.<br><br>Insure technology is working and available for student use.<br>Replacement bulbs, cords,equipment or other necessary repairs                                                                                                          | Large expenditure that was essential and used to great affect. Students grades 3 through 6 were exposed to chromebooks. Students' success on online tests increased. This will be a continuing expenditure to provide all our students upgraded technologies to continue to improve our students levels of understanding and the ability to track their scores based on ability in the subject rather than their ability with technology. |
| 3.9 Provide additional materials, supplies, books, subscriptions, and copy materials<br>Supplementary materials and supplies are used to provide support and supplement the core curriculum in areas where students can be provided with opportunities for intervention or extend learning opportunities beyond what can be provided by the core curriculum. These materials include supplementary workbooks, teacher manuals, or other materials that enhance student learning. These may also include replacements to supplementary materials that can become lost and or damaged through continuous student use. | 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 students' education.                                                                      |

| <p><b>Actions To Be Taken To Reach This Goal</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p>                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3.10 Provide staff development opportunities, release time for support personnel/principal conferences, technology lessons and computer intervention programs for (K-6) .</p> <p>Provide Site Technology assistance to support supplemental technology that enhances the core learning program.</p> <p>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.</p> <p>Increase parent support, home school and community connections, and attendance.</p> | <p>This goal focuses on adults and students becoming better trained and informed on how to help student learning through technology. We need to keep parents and teachers informed to best serve students. Training will be prioritized to meet students, teachers, and parents needs.</p> |

## **SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2015-16**

School: Yuba Feather Elementary School

Principal: Lynne Cardoza

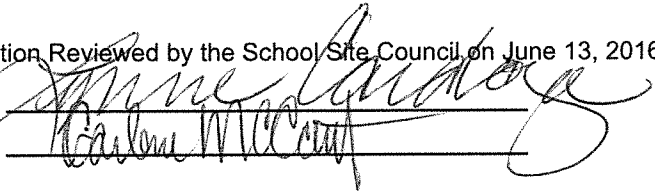
### **School Site Council Certification**

**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 13, 2016.

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

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

Handwritten signatures of Lynne Cardoza and Carlos McCann are written over the signature lines. Lynne Cardoza's signature is written over the Principal's Signature line, and Carlos McCann's signature is written over the SSC Chair Signature line.

## GOAL #1

Improve student achievement in English Language Arts and Math. By June 2016, the number of students attaining proficiency will increase by 5% in both Language Arts and Math, as measured by the Smarter Balanced Assessment.

|                                                                                                                                                                                                                 |                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>2013 CST Scores                                                                                                                | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Our 2013, CST results indicate that 51.4% of our students are proficient in ELA and 62.9% of our students are proficient in Mathematics. |
| <b>Who are the focus students and what is the expected growth?</b><br>Focus Students: All Students<br>Expected Growth: The number of students attaining proficiency in both ELA and Math will increase by 5%.   | <b>What data will be collected to measure student achievement?</b><br>Curriculum Embedded Assessment Scores, MJUSD Benchmark scores, STAR Reading scores, Smarter Balanced Assessment Scores, API and AYP scores.      |
| <b>What process will you use to monitor and evaluate the data?</b><br>Ongoing monitoring and analysis of Renaissance STAR, Benchmark, Program Embedded assessment data, and Smarter Balanced Assessment scores. | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>N/A                                                                                                                              |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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.                                                                                                                                                                                                                                                            | Budget did not allow for the purchase of any additional AR 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.                                                                                                                                                           | 2015 CAASP Results indicate that our base-line proficiency rate was 33% for ELA and 27% for Math. Supplemental materials such Scholastic News, Let's Find Out Readers, A Rock Tumbler, Little Miss and Little Mr. books were purchased to supplement core curriculum. |
| 1.3 Support reading/ELA through a comprehensive literacy program by: maintaining and supporting a K-6 library, having direct contact with students building reading fluency by reading to students, assisting students with appropriate book selections, assisting students and teachers with classroom research projects, supporting and maintaining the Accelerated Reader Program, supporting the ELA content standards, working with students who are below grade level in small group settings and 1:1 within the classroom structure, and providing technology support. | Funded a 3.5 hour Literacy Resource Technician. Average reading growth school wide was four months.                                                                                                                                                                   |
| 1.4 Hire consultants and purchase materials to facilitate opportunities for student exposure to the arts, sciences, writing for publication, and leadership clubs.                                                                                                                                                                                                                                                                                                                                                                                                            | Not Funded                                                                                                                                                                                                                                                            |
| 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.                                                                                                                                                                                                                                                                                                                                                                                            | Provided after school tutoring for students who were below proficient in Reading. Students who participated averaged one years growth as measured by the STAR Reading assessment.                                                                                     |

| Actions To Be Taken To Reach This Goal                                                                                                                | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.6 Provide small group ELA and Math direct learning opportunities and teacher support in Kindergarten and Fifth/Sixth Grade.                         | Funded a 3.5 hour para-professional in the Kindergarten/First and 5th/6th grade classrooms. Para offered small group and intensive direct support to students.                                                                                                                      |
| 1.7 Improve student achievement through the use & integration of technology. Support technology based learning and enhance active student engagement. | Purchased 10 iPads, 14 Chrome Books, 6 Laptops, and a Chromebook charging cart to support student achievement through the use and integration of technology. The IXL Web-based learning program was utilized in grades K - 6 for standards based skill remediation and development. |

## 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 the Smarter Balanced Assessment by June, 2016.

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

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b> |                                                                                                                                                                        | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above. |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1                                           | Provide Opportunities for parents to become actively involved in their child's education by becoming school/classroom volunteers.                                      | Six parents were fingerprinted and have become active participants in their child's education.                                                                                                                                                                      |
| 2.2                                           | Facilitate parent workshops and curriculum nights, which will provide parents with strategies to incorporate at home to support students in building academic success. | Not funded.                                                                                                                                                                                                                                                         |

## **SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2015-16**

School: Anna McKenney Intermediate

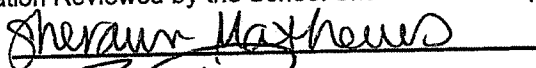
Principal: Shevaun Mathews

### **School Site Council Certification**

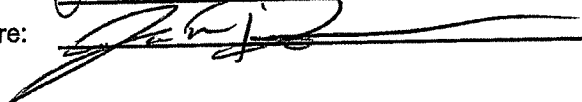
The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on April 20, 2016.

Principal's Signature:



SSC Chair Signature:



## GOAL #1

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

|                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><b>What data did you use to form this goal (findings from data analysis)?</b><br/> District Benchmark Data as progress indicators<br/> California Assessment of Student Performance and Progress (CASPP)<br/> Academic Performance Indicator (API)<br/> Adequate Yearly Progress (AYP)-- State Physical Fitness Test (PFT)</p>                              | <p><b>What did the analysis of the data reveal that led you to this goal?</b><br/> As we move to establishing baseline data using district benchmark data aligned to California Common Core Standards and baseline data from CASPP, we anticipate the need to support school wide and sub groups in academic achievement.</p>                                                                                                                                                                                                                               |
| <p><b>Who are the focus students and what is the expected growth?</b><br/> ELA<br/> Schoolwide<br/> English Learners<br/> Students with Disabilities<br/> Socioeconomic</p> <p>Math<br/> each grade level a 5% growth in ELA and Math<br/> 7% growth<br/> 5% growth<br/> not a significant subgroup, but focus on a 3% growth<br/> 5% growth</p>               | <p><b>What data will be collected to measure student achievement?</b><br/> District Benchmark scores and Program Assessments will be used as progress monitoring data.<br/> API-- overall school wide growth indicator will be used as progress indicator towards goal<br/> CASPP Achievement Level data will be used as final indicator of success of goal</p>                                                                                                                                                                                             |
| <p><b>What process will you use to monitor and evaluate the data?</b><br/> District Benchmark scores and Program Assessments will be used as progress monitoring data.<br/> API-- overall schoolwide growth indicator will be used as progress indicator towards goal<br/> CASPP Achievement Level data will be used as final indicator of success of goal</p> | <p><b>Actions to improve achievement to exit program improvement (if applicable).</b><br/> 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<br/> Highly Effective Staff members-- collaboration, yearly goals, walk-throughs, observations, &amp; evaluations<br/> Proactively academically focused through:<br/> Support Services<br/> Collaboration with and education of families</p> |

Please report progress in actions implemented this year:

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

| <p><b>Actions To Be Taken To Reach This Goal</b></p> | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b></p> <p>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1.1 Student Support Personnel</p>                 | <p>The Educational talent Search and Bringing Up Grades programs were successfully implemented. Counselor</p> <ul style="list-style-type: none"> <li>• : Individual Support/Intervention:               <ul style="list-style-type: none"> <li>o Coping skills to address: Sadness, anger, stress, anxiety</li> <li>o Replacement behaviors for self-harming and other maladaptive coping skills</li> <li>o Connect families to community resources</li> <li>o Self-esteem building, identifying personal strengths</li> <li>o Communication and interpersonal skills</li> <li>o Problem solving and conflict resolution techniques</li> <li>o Resource for parents- helping parents support their students and informing of safety concerns</li> <li>o Classroom observation</li> </ul> </li> <li>• Staff Support:               <ul style="list-style-type: none"> <li>o Gather information from staff about students' behaviors and staff's concerns</li> <li>o Collected data regarding teacher observations of school needs</li> </ul> </li> <li>• Group Intervention:               <ul style="list-style-type: none"> <li>o Lunch groups to address: decision making, friendship issues, gossip, self-esteem</li> <li>o Social skills group to teach interpersonal skills</li> </ul> </li> <li>• Classroom Intervention:               <ul style="list-style-type: none"> <li>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.</li> <li>o 6th grade classroom lessons:                   <ul style="list-style-type: none"> <li>• I-Messages to increase communication</li> <li>• Hygiene lessons</li> </ul> </li> </ul> </li> </ul> <p>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.</p> <p>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</p> |

| Actions To Be Taken To Reach This Goal                                                                                                                                           | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.2 Professional Development                                                                                                                                                     | <p>Substitutes were brought in to provide release time for teacher to collaborate about student data and specific content area needs including effective teaching practices. They also allowed time for teachers to observe in other classrooms to build on effective teaching practices.</p> <p>Contract with Sacramento County Office of Education for professional development around best practices and common core. SCOE provided one day a month of professional development.</p> <p>Additionally, SCOE provided ten days of Instructional Coaching to improve lesson implementation and coach teachers in best practices.</p> <p>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.</p> <p>Tier I and Tier II PBIS teams attended the national PBIS conference to learn and understand best practices in positive behavioral systems in schools.</p> |
| 1.3 Student Intervention                                                                                                                                                         | <p>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.</p> <p>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.</p> <p>MASH- Mandatory After School Help implemented for second semester. Increasing grade point averages for students that at risk.</p>                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 1.4 Supplemental Materials, Curriculum, Supplies, and Technology                                                                                                                 | <p>Maintenance Contracts for copiers were used to support supplemental materials in ELA and math.</p> <p>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.</p> <p>Applications from educational sites downloaded provided support to at risk students and English Language Learner students.</p> <p>All critical to effective student growth. A monitoring of how the technology is being used in the classroom will be a focus for future Professional Development opportunities.</p>                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 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. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## 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.

|                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Student Suspensions<br>Student Expulsions<br>Student Referrals<br>Student Attendance                                                                              | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Student Suspensions at 301 days in 2014<br>Student Expulsions at 10 students in 2014<br>Student Referrals at 944 incidences<br>Student Attendance at 96 %                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Who are the focus students and what is the expected growth?</b><br>Students with behavioral concerns:<br>Suspensions-- decrease 2%<br>Expulsions-- decrease to 0%<br>Referrals-- decrease 3%<br><br>All Students:<br>Attendance-- increase 1.0% | <b>What data will be collected to measure student achievement?</b><br>Student Suspensions<br>Student Expulsions<br>Student Referrals<br>Student Attendance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>What process will you use to monitor and evaluate the data?</b><br>Each progress and quarter time period data will be evaluated to determine progress towards goals.                                                                            | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>Implement increased intervention programs to support students in a preventative manner: anger management, in-house, bullying prevention, social skills development class, counseling, alternatives to suspensions, etc...<br><br>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:

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

| Actions To Be Taken To Reach This Goal            | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1 Student Support Personnel                     | <p>Student Services Coordinator and Student Support Personnel: Assistant Principal and PASS Officer; Provided social, educational, and personal support to students and families in aeries which impacted academic learning success. Evaluation of discipline data shows the following:</p> <p>Days of Suspension: 276<br/>Number of Expulsions:5<br/>Attendance Percentage: 96.9%<br/>Number of discipline incidents reported for 2015-16: 101 (This is using SWIS) 2014-15: 385<br/>After school intervention- Opportunity School: This is an intervention in lieu of suspension and was held Fridays from 1:00-3:00 p.m. Student were assigned this intervention as a method of holding students accountable for their actions while keeping them in school and completing assignments or curriculum for intervention such as bullying curriculum, tobacco education and violence prevention.</p> |
| 2.2 Positive Recognition Materials and Supplies   | The PBIS Tier I and II teams along with our regularly scheduled awards system created a reward system for students being RESPECTFUL, RESPONSIBLE AND HEALTHY.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 2.3 Parent Involvement                            | <p>Mass Auto Dialer System allowed for our school site to communicate with parents by keeping them informed of important information. At the middle school level this is very important since many students do not make it home with notices.<br/>Fingerprinting for parent volunteers. This service was provided to parents who were interested in volunteering on campus or for field trips.<br/>Back-To-School night included a BBQ and supplies were purchased for this event.<br/>We had parent participation on our Positive Behavior Intervention and System training.<br/>Translation of school information for parents as needed.</p>                                                                                                                                                                                                                                                       |
| 2.4 Intervention and Supports to at risk students | This year our site incorporated at Mandatory After School Help (MASH) program: students, parents and school agreed that identified AT risk students would attend tutoring with 90% attendance after school. Success rate is measured by increased grade point average at the following reporting period. Tier I PBIS was fully implemented as was the SWIS data system. Students were taught school wide expectations and reinforced for demonstrating positive behaviors. Tier II Team was formed and trained, Tier II began implementation of systems to higher at risk students.                                                                                                                                                                                                                                                                                                                  |

# **SINGLE PLAN FOR STUDENT ACHIEVEMENT**

## **Annual Program Evaluation - 2015-16**

School: Foothill

Principal: Kathleen Hansen

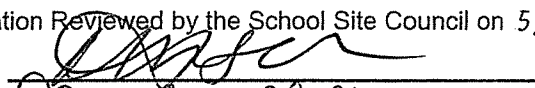
### **School Site Council Certification**

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 5/19/16

Principal's Signature:

SSC Chair Signature:


## 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).

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

Please report progress in actions implemented this year:

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|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Actions To Be Taken To Reach This Goal</b> | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above. |
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| <p><b>Actions To Be Taken To Reach This Goal</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b></p> <p>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p>1.1 Students experiencing difficulty accessing the core curriculum will be provided supplemental instructional materials to enhance their academic performance. These materials will serve as a supplement to the district's adopted materials. Materials purchased are designed to target specific areas of a student's learning deficits and will help our low-performing students advance to levels of proficiency in each subject. Specifically:</p> <ul style="list-style-type: none"> <li>• Academic DVD's so that below-grade level readers can more easily access the academic content provided in grade level text books. (quantity to be determined based on teacher need)</li> <li>• Supplementary vocabulary books which assist in providing the necessary understanding of words and language found in core text books. (quantity will be based on student need)</li> <li>• Consumable workbooks, such as Ecoquest, which are aligned to the core curriculum provide students extra practice on the basic skills needed to access the core program. (quantity will be based on student need)</li> <li>• Instructional supplies such as hands-on manipulatives and Educational IPAD Apps. for math, ELA, science and social studies provide required assistance for students with visual processing and working memory challenges. (quantity will be based on student need)</li> <li>• Academic software which individualizes ELA and Math instruction for students and provides teachers with valuable assessment data.</li> </ul> | <p>Teachers identified students who were in need of supplemental instructional materials. These materials had additional learning opportunities and interventions for students who are struggling in their core subjects. Expenditures for academic enhancements such as informational text periodicals, 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 to quantify them in isolation of others expenditures. Our most effective form of evaluation of these expenditures comes from feedback from our teachers. Teachers reported that without these supplemental instructional materials, student achievement would be compromised.</p> |
| <p>1.2 Accelerated Reader provides students opportunities and incentives to advance reading fluency and comprehension. Students are required to read books at their 'individual reading level' in an effort to promote a love of reading and enhanced reading comprehension. This program supplements the school's core reading program and serves as an intervention for struggling readers. One 'small schools' site licence will be purchased.</p> <p>Parents are provided reports with identified targeted skills mastered and areas of continued needed practice.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>For analysis purposes, we chose a random group of students to follow through-out the 2015-16 school year and measured their progress using Accelerated Reader. Results indicate that this continues to be a expenditure that benefits student achievement. Scaled score results comparing August 2015 through May 2016 are as follows:</p> <p>Jordan B. 807 to 810<br/>Hazel M. 662 to 723<br/>Jesse M. 712 to 650<br/>Hannah C. 711 to 775<br/>Daisy C. 715 to 784<br/>Aryanna M. 820 to 849</p>                                                                                                                                                                                                                                                                                                                                                                                        |

| <p><b>Actions To Be Taken To Reach This Goal</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b></p> <p>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p>1.3 Integration of technology supports and strengthens our school's current core academic program. This is critical for students for whom traditional 'paper/pencil' tasks have proven unsuccessful in maximizing their learning. Our school's reluctant and struggling learners perform at higher levels of achievement when they have access to a variety of learning tools. Technology is one such tool.</p> <p>We will provide technology supplies and components which complement and support the implementation of our district's adopted ELA and Math curriculum. We will ensure that every classroom has a SmartBoard, projector and laptop. Teachers will use this to provide interventions in customized, small group instruction to students performing below grade level. Elmos and iPads will provide similar opportunities.</p> <p>Access to a variety of technological tools will complement teaching strategies that are directed at differentiating instruction to ensure students move to proficient or advanced academic performance. It helps students learn in ways that support their unique learning styles. In addition, it supports 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 our encouraged to participate in their child's learning by way of this technology.</p> <p>Effective implementation of our school's technology requires ongoing professional development, support and coordination. Extra duty hours will be assigned to a teacher for this purpose. Staff will be trained at articulation days, as well as in 1:1 settings. The teacher will also be responsible for ensuring that all technological supports maximize the learning opportunities for our struggling learners.</p> | <p>Technology is a highly 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.</p> <p>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 2015-16 school year.</p> |
| <p>1.4 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 for EL learners. Teachers will share new learnings with other teachers upon completion.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>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 has a lab and two roaming iPad carts. This past year we added three rolling Chrome book carts.</p>                                                                                                                                                                                                                                                         |
| <p>1.5 Organizational planners which support student success through effective organization of class notes, homework, assignments, test dates, etc.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>\$828 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.</p>                                                                                                                                                                                                                                             |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p>1.6 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.</p> <p>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.</p> | <p>Providing teachers time to work with struggling students during the regular school day requires creative use of our school's Literacy Resource Technician. Results of this expenditure show impressive results in terms of student achievement in reading and writing. A random selection of students shows the following results:<br/>Before and after intervention assessments results are as follows:</p> <p>READING - LITERATURE<br/>Cora G : 50% - 80%<br/>Kelsie W 50% to 70%<br/>Josh M 30% to 90%</p> <p>READING - INFORMATIONAL<br/>Madason F : 44% to 94%<br/>Mikaylah B 57% to 67%<br/>Kelsie W 61% to 82%<br/>Katie E 67% to 100%</p> <p>WRITING<br/>Branden K 30% to 80%</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>1.7 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.</p>                                                                                                                                                                                                                                                                                                                                                                                                             | <p>We continued 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. Continued this year</p> <p>was a focus on increasing Informational Text availability for students. Circulation of Informational Texts skyrocketed to 9000 this year. Once again, students showed an increase in their access to this genre of reading as evidenced by 100% check-out rates for 7th and 8th grade students.</p> <p>A review of books checked out during 2015-16 showed an increase in our library's circulation of 5976. This is a dramatic increase as compared to last year's increase 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 continues to see a dramatic increase in 'student traffic'.</p> <p>Being able to evaluate student achievement data as it relates to these Title I expenditures is difficult in isolation of all other supports and interventions. It can be stated, however, that these resources were accessed by 100% of the the student body over the course of the year.</p> |
| <p>1.8 Provide after school tutoring in the areas of Language Arts and Mathematics, Science &amp; Social Science</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>After school tutoring services were not available this year and therefore can not be evaluated.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

| <p><b>Actions To Be Taken To Reach This Goal</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p>                                                                                                                                                |
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| <p>1.9 Student Support Specialist duties allow staff to provide outreach to students and families. Formalized coordination between school events and support services help promote a more seamless connection between academic and social experiences in school. These connections are a crucial component of a student's overall success in school. Parent involvement in this endeavor is critical. Duties will include frequent parent contacts and formalized meetings designed to identify and implement strategies to promote these connections.</p> | <p>Parent outreach took on a more formalized role this year. Part of formalizing this effort included dedicated staff time to plan, coordinate and promote parent involvement in a variety of school events and supports services. While the impact of increased parent involvement is difficult to measure in isolation of other support efforts, research is clear that student engagement and achievement improves.</p> |

## GOAL #2

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

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

Please report progress in actions implemented this year:

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| 2.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Supplemental instructional aids are critical when site goals are focused on closing the achievement gap and improving student discipline and attendance. Integrated intervention programs require supplemental materials to be copied on a daily basis. 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 complementary 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. |
| 2.2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 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. Efforts will include: newsletters, parent postcards, handbooks, site council presentations, student achievement updates, and parent surveys.                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.<br><br>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. Discipline accountability and record-keeping is supported through the use copiers funded and available on site.<br><br>The impact of increased parent involvement is difficult to measure in isolation of other support efforts. Research is clear that student engagement and achievement improves when parents are involved and informed about their child's education. Positive student discipline requires ongoing support and communication with parents, as well. Foothill has seen this bare true and will continue its successful parent communication and involvement efforts. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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## SINGLE PLAN FOR STUDENT ACHIEVEMENT

### Annual Program Evaluation - 2015-16

School: Yuba Gardens Intermediate School

Principal: Kari Ylst

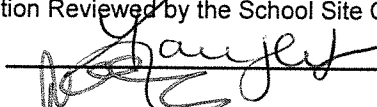
#### School Site Council Certification

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 05102016.

Principal's Signature:

SSC Chair Signature:


## 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 and refined benchmarks for the 15/16 school year.

|                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                           |
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| <b>What data did you use to form this goal (findings from data analysis)?</b><br>CELDT, program embedded assessments, teacher grades and benchmarks.                                                                                                                                                                                                                 | <b>What did the analysis of the data reveal that led you to this goal?</b>                                                                |
| <b>Who are the focus students and what is the expected growth?</b><br>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.                                                                                          | <b>What data will be collected to measure student achievement?</b><br>CELDT, program embedded assessments, teacher grades and benchmarks. |
| <b>What process will you use to monitor and evaluate the data?</b><br>Data will be monitored and evaluated during teacher collaboration days each Friday, monthly meetings with the EL coordinator, and monthly meetings with Content Facilitators. Data will also be reviewed during Site Council meetings to determine if resources are being spent appropriately. | <b>Actions to improve achievement to exit program improvement (if applicable).</b>                                                        |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                 | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                          |
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| 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.   | 33 students have consistently participated in mandatory after school help. As of April 2016, we have exited 16 students from the program due to their success within the program. 16 students have increased their GPA 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 20 students have attended tutoring afterschool Monday through Thursday, this is an increase of 25% from the 1415 school year. Grades from 1415 to the 1516 school year are as follows: A's 25.6-28.7, B's 23.9-21.6, C's 19.6-19.8, D's 7.8-8.8 and F's are 10.6-7.7. Benchmark data for this school year was not accurate due to reporting issues with our implementation program.                                                                            |
| 1.3 Technology technician and 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 continued need for a part time Technology Facilitator. The position was flown at the beginning of the 1516 school year and there was only one applicant who did not do well during the interview process. |
| 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 school wide initiatives related to instruction, lesson development and professional development for peers. Focused collaboration is evident in agendas, teacher participation and meeting notes.                                                                                                                                                                                   |
| 1.5 Accelerated Reading books for the library. These books will be used to help students increase their reading fluency and comprehension.                    | 727 students participated in AR during the 1617 school year. 11010 quizzes were taken, 8383 were passed. 90% of our students participated in AR, by at least taking one test.                                                                                                                                                                                                                                                                                                |

| Actions To Be Taken To Reach This Goal                                                                                                                                         | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                  |
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| 1.6 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. Teachers utilize copiers to prepare hands-on applications and complementary resources creating a differentiated learning environment. The copiers allow for multiple ways to reach students. Students who are not able to grasp concepts through the text book alone will have additional exposure 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.                                                                                        | Grades from the 1415 to the 1516 school year are as follows: A's 25.6-28.7, B's 23.9-21.6, C's 19.6-19.8, D's 7.8-8.8 and F's are 10.6-7.7. Benchmark data for this school year was not accurate due to reporting issues with our implementation program.                                                                                                                                                                                                                                                                                                                                                     |
| 1.8 Observe and implement successful strategies from other teachers, collaborate, determine correct student placement using data, discuss and implement successful strategies. | English teachers collaborated for two days this school year to successfully implement the piloted English 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 student accountability.                                                                                                                                                                                                                                                                                       |

## GOAL #2

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

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| What data did you use to form this goal (findings from data analysis)?<br>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<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                          |
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| 2.1                                    | <p>ALEKS Math Intervention Materials - Assessment and Learning in Knowledge Spaces is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice questions. A student who shows a high level of mastery of an ALEKS course will be successful in the actual course she is taking.</p> <p>ALEKS also provides the advantages of one-on-one instruction, 24/7, from virtually any Web-based computer for a fraction of the cost of a human tutor.</p> | <p>42 students participated in ALEKS this school year. 38 showed mathematical progress with whole numbers, fractions, decimals, ratios and proportions. 4 out of 42 have only shown progress with decimals and fractions. 21 students will participate over summer.</p>                                                               |
| 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 to help with student content organization.                                                                                                                                                                                                                               |
| 2.3                                    | Training for teachers/administrators/classified staff to support needs of educationally disadvantaged students. Including the PLUS program and 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 a Science conference and an Educational Law conference.                                                                                                                                                                                                                                                      |
| 2.4                                    | PBIS Third Year Implementation Expenses - could include posters, training, meeting time etc.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Five teachers participated in the PBIS conference held in San Francisco. Permanent PBIS posters were created and posted throughout the school. PBIS (PRIDE) team met every other Monday to prepare for our PRIDE Fridays. The Tier II team attended the Tier III follow up meeting held at PCOE. Discipline referrals have decreased. |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p>2.5 Continued integration of technology (Smart Boards, IPAD's, Elmo's, student use computers, IPAD Apps, Smartboard installation), that support the core curriculum/state standards.</p> <p>EL students can benefit from the use of IPADS as they allow for a high level of engagement and allow students to practice concepts visually as well as orally repetitively. Applications that are helpful for EL learners engage students in practice with vocabulary, verb tenses, technology standards, literature projects, poetry, e-books, writing, math/science concepts and word webs. IPADS can also be used as whiteboards to check for understanding.</p> <p>Cameras will be used to support EL students in writing, enhancement of tech skills and the development of a variety of performance tasks. EL students need a broad range of input to support their language development, and the ability to create a digital story which includes photos and text will give them the support they need to complete a complex project. As the Common Core Standards become the way we teach, the creation of projects and presentations with the classroom IPads will be supported by the use of student photography.</p> | <p>Yuba Gardens purchased two chromebook carts and 68 chromebooks, five student computers for student use. The purchase of the chromebooks 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 were also purchased for the IPADS. 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. 200 sets of keyboards for our IPADS were purchased to help with CAASSP testing.</p>                                                                                                                                                                                                                                                                                                                                                                   |
| <p>2.7 5 Star Students - Will help with implementation of our PBIS "Pride" program by allowing the school to increase student inclusion, target specific uninvolved student groups, show correlation between involvement and grades/discipline/attendance. The 5-Star students program is designed to keep track of student participation and recognize involvement on campus.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>5 Star Student was purchased and the contract renewed during the 1516 school year. This program allowed us to keep track of student participation and recognize involvement on our campus, which helps to sustain our effective school wide disciplinary practices supported by our PBIS program implementation. Attendance percentages have increased by .2% after the fourth month of school during the 1516 school year. During the 1415 school year we saw 698 major referrals, during the 1516 school year we saw 363 major referrals. During the 1415 school year we saw 873 minor referrals and during the 1516 school year we saw 517 referrals.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>2.8 Purchase piano, acoustic guitars and music stands and misc. items to complete the new band room for choir, music drama, band and guitar.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>During the 1516 school year, YG implemented a brand new music program. Instruments, equipment and music was purchased to help students be exposed to and learn music theory.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>2.9 PBIS/PLUS Coordinator .2 FTE allocation to allow for PREP period for teacher/advisor</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional. The extra section of time for our PBIS coordinator allowed for time to make sure that our Tier I, II and III level implementation is ongoing and being done appropriately. During the 1415 school year we saw 698 major referrals, during the 1516 school year we saw 363 major referrals. During the 1415 school year we saw 873 minor referrals and during the 1516 school year we saw 517 referrals</p> |

### GOAL #3

Reduce student referrals and suspension days by an additional 20% for the 2015/2016 school year, through the implementation of PBIS Tiers 1,2,3.

|                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Attendance and Discipline STATS                                                                                | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Data reveals that to date for the 14/15 school year 1381 referrals were written with 134 being for classroom defiance, 114 being for classroom disruption and 65 being for abusive language. These three categories reflect the main reason that referrals were written. Most referrals were written at the end of the day, during the middle of the week. Attendance for the 14/15 first semester was an average of 92.7, currently the March/April average is 95.6 |
| <b>Who are the focus students and what is the expected growth?</b><br>Focus students are the students receiving referrals. Expected growth includes less days outside of the classroom.         | <b>What data will be collected to measure student achievement?</b><br>Attendance and Discipline STATS                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>What process will you use to monitor and evaluate the data?</b><br>Monthly intervention team meetings, weekly tier 2/3 meetings and the 3rd year implementation of the PRIDE (PBIS) program. | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>Implementation of year 3 of the PBIS program.                                                                                                                                                                                                                                                                                                                                                                                                                |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b> |                                                                                                                                                                                            | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                               |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.1                                           | SWIS Contract to manage and implement discipline data during our 3rd year of the PBIS program implementation.                                                                              | The 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), and type of referral. During the 1415 school year we saw 698 major referrals, during the 1516 school year we saw 363 major referrals. During the 1415 school year we saw 873 minor referrals and during the 1516 school year we saw 517 referrals                                                                                                                                |
| 3.2                                           | Student Support 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 Student Support Officer works with students, as well as mediating student conflict to increase student time in their academic setting. Our officer also spends time communicating student needs to parents. Our officer coordinates information between outside agencies and our school campus related to safety. During the 1415 school year we saw 698 major referrals, during the 1516 school year we saw 363 major referrals. During the 1415 school year we saw 873 minor referrals and during the 1516 school year we saw 517 referrals |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                         |
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| 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 used, running SST meetings and working with students having behavioral issues within the classroom setting. YG anticipates less than 60 mom-promotes for the 1516 school year, which is about the same as the 1415 school year. During the 1415 school year we saw 698 major referrals, during the 1516 school year we saw 363 major referrals. During the 1415 school year we saw 873 minor referrals and during the 1516 school year we saw 517 referrals |
| 3.5 Family Liaison - 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. Also assists with MASH program and communication with parents | Our Family Liaison works with students and their families to help support academic success. The Liaison works with our Student Support Specialists to support our MASH program, our SWIS program, SST meetings and behavioral issues. During the 1415 school year we saw 698 major referrals, during the 1516 school year we saw 363 major referrals. During the 1415 school year we saw 873 minor referrals and during the 1516 school year we saw 517 referrals                                                                                                                                                                                                    |
| 3.6 Student Services Coordinator - Using benchmark and interim testing data, determine at risk and low performing student needs and coordinate support personnel in creating targeted interventions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Using testing data and grades the Student Services Coordinator determines students that are at risk or low performing. The Coordinator then meets with support personnel to create targeted interventions for these students.                                                                                                                                                                                                                                                                                                                                                                                                                                        |

**GOAL #4**

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

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>*Number of SST/Parent Teacher Conferences being held and the percentage of attendance by parents.<br>*Number of parents/community members attending Site Council/ELAC/PTA meetings.<br>*Number of parents/community members attending Back to School Night/Open House/Informational Evening Meetings. | <b>What did the analysis of the data reveal that led you to this goal?</b><br>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.                                                                           |
| <b>Who are the focus students and what is the expected growth?</b>                                                                                                                                                                                                                                                                                                                     | <b>What data will be collected to measure student achievement?</b><br>*Number of SST/Parent Teacher Conferences being held and the percentage of attendance by parents.<br>*Number of parents/community members attending Site Council/ELAC/PTA meetings.<br>*Number of parents/community members attending Back to School Night/Open House/Informational Evening Meetings. |
| <b>What process will you use to monitor and evaluate the data?</b>                                                                                                                                                                                                                                                                                                                     | <b>Actions to improve achievement to exit program improvement (if applicable).</b>                                                                                                                                                                                                                                                                                          |

Please report progress in actions implemented this year:

| <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above. |                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>4.1</b>                                                                                                                                                                                                                                                          | <b>Actions To Be Taken To Reach This Goal</b><br>Provide activities/mailings for parents to participate in such as Back to School Night, Open House, and evening presentations to support student academic progress. |

## **SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2015-16**

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 31, 2016.

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

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

## GOAL #1

Improve the academic performance of all Lindhurst High School students in all areas of study. Emphasis will be placed on "Socioeconomically Disadvantaged" students and students identified as underperforming by failing the CAHSEE, GPA between 1.5-2.5, and/or AP students who score under the state average of AP exams.

|                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>This goal is based on Lindhurst High School's mission statement as well as LEA LCAP goals.                                       | <b>What did the analysis of the data reveal that led you to this goal?</b><br>The self-study findings indicate a need to improve student achievement in all areas with an emphasis in English/Language Arts and Mathematics. This rationale is supported by state assessments, student grade point averages, recommendations from various school committees, and review of student work. |
| <b>Who are the focus students and what is the expected growth?</b><br>All grade levels and departments will participate with an emphasis on the subgroups within the school.                                      | <b>What data will be collected to measure student achievement?</b><br>Student achievement of the CAHSEE March assessment will increase by 2% each year. Increase overall student GPA by 0.5 per year.                                                                                                                                                                                    |
| <b>What process will you use to monitor and evaluate the data?</b><br>Multiple measures will be used to gauge student achievement, to include CAHSEE scores, local assessment data, and non-weighted overall GPA. | <b>Actions to improve achievement to exit program improvement (if applicable).</b>                                                                                                                                                                                                                                                                                                       |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                                                                                                                                                                                         | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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. To be included is to provide teachers with collaboration time as well as "summer institute" collaboration time. | LHS sent teachers to various trainings and conferences such as Brain research, CTEL and CADA as well as summer collaboration within departments. Each of these activities brought back instructional strategies, more focused planning and enhanced the teachers "tool box" for working with and reaching our students. |
| 1.2 In order to provide collaboration with teachers and maximize the learning environment during testing such as CAHSEE, CAASPP and Advanced placement, substitutes as well as teachers teaching during the prep time will be needed to accomplish this.                                                                              | This expenditure was only partially used and in the future will most likely be limited. Due to the elimination of the CAHSEE and the computer based format of the CAASSP it is believed this will not be needed or beneficial.                                                                                          |

| <p><b>Actions To Be Taken To Reach This Goal</b></p>                                                                                                                                                                                                                                                                                         | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p>                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1.3 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.</p> | <p>Instruction materials such as speakers for lectures, compasses and calculators are a valued added supplement to the classrooms. We will continue to look for other instructional material that supplements the programs to better reach our student population.</p>                             |
| <p>1.4 Lindhurst High School will provide extra opportunities after school for students to prepare for state testing</p>                                                                                                                                                                                                                     | <p>LHS had after school tutoring for SAT. Results will be in during the summer to evaluate the effectiveness of this opportunity.</p>                                                                                                                                                              |
| <p>1.5 In an effort to enhance our supplemental and diversified instructional strategies, LHS will be investing in technology to directly serve the students in classroom and learning environments</p>                                                                                                                                      | <p>LHS upgraded a majority of its technology this year, including chromebook an IPAD carts. This technology is being used daily in the classrooms and allowing teachers to expand their instructional strategies. This funding will be evaluated in the future for possible continued support.</p> |
| <p>1.6 LHS will purchase materials and supplies that both supplement and support all the programs and departments at LHS.</p>                                                                                                                                                                                                                | <p>These supplemental purchased greatly enhanced the programs, purchased one time fixed items that would not normally be available. As funds allow this will be explored in the future as a possible continuing area to fund.</p>                                                                  |
| <p>1.7 To address our largest population of students, those students with a GPA of 1.5-2.5, the English department has researched and received training using the supplemental curriculum Spring Board. This program will be phased in and purchased for all and used in all of our 9th grade classes.</p>                                   | <p>The Spring Board curriculum was used in the 9th grade classes. Teachers reported increased scores on classroom based assessments and the belief is that this material will also be beneficial for student when the take the CAASP. This was a one time purchase and will not be continued.</p>  |
| <p>1.8 To provide better instructional strategies LHS will purchase and have installed LCD projectors in classrooms as well as provide document readers.</p>                                                                                                                                                                                 | <p>This purchase greatly enhanced the instructional deliver of the classrooms. Due to the one time nature of this purchase it is unlikely that this will occur in the future.</p>                                                                                                                  |
| <p>1.9 To better diversify instructional strategies and study techniques LHS will purchase supplemental materials for Advanced Placement Programs</p>                                                                                                                                                                                        | <p>The supplemental material purchased for our AP calculus class was reported and being very beneficial. We will get the AP scores back in July to further evaluate its effectiveness.</p>                                                                                                         |

**GOAL #2**

Improve the academic performance of all students, especially those identified as English Learners and Special Education students.

|                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>What data did you use to form this goal (findings from data analysis)?</b><br>This goal is based on Lindhurst High School's mission statement as well as the LEA LCAP goal number 1                                                                                                                                                                 | <b>What did the analysis of the data reveal that led you to this goal?</b><br>The self-study findings indicate a need to improve student achievement in all subject areas. Specific areas for emphasis are our subgroup population of English Learners and Special Education students. While high marks were given to the efforts and work that Lindhurst High School is doing with this subgroup, the data clearly shows additional need and room for growth. This rational is supported by state assessments, student GPA's, recommendations from various school committees, and a review of students work. |
| <b>Who are the focus students and what is the expected growth?</b><br>All grade levels and departments will participate with an emphasis on the English Language Learner and SPED subgroups.                                                                                                                                                           | <b>What data will be collected to measure student achievement?</b><br>Academic achievement will be measured on school wide and significant subgroup scores on CELDT, CAHSEE and local assessments.                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>What process will you use to monitor and evaluate the data?</b><br>Student achievement of the CAHSEE March assessment will increase by 2% each year. Increase overall non-weighted student GPA by 0.5 points per year. Also to be measured by individual IEP goal. Increase the number of students scoring 4's or 5's on the CELDT by 2% each year. | <b>Actions to improve achievement to exit program improvement (if applicable).</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

Please report progress in actions implemented this year:

|                                                                                                                                                    |                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                      | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above. |
| 2.1 In an effort to support student achievement for our EL and SPED subgroups Lindhurst will implement additional support curriculum and programs. | The programs implemented this year are showing good reviews from the teachers, and will continue such as Accelerated Reader.                                                                                                                                        |
| 2.2 Monies will be used to fund two bilingual para educators                                                                                       | The paras are an extremely valued resources for LHS and will be continued. The serve 10 classrooms and service close to 100 students. This will be continued in the future.                                                                                         |



### GOAL #3

All students will participate in a Common Core enriched curriculum designed to support students in pathways towards post-secondary success.

|                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What data did you use to form this goal (findings from data analysis)?</b><br>This goal is based on Lindhurst High School's mission statement as well as the established goals set for by our LEA in LCAP | <b>What did the analysis of the data reveal that led you to this goal?</b><br>The self-study findings indicate a need to provide more opportunities for post-secondary success to create a breadth of curriculum that prepares our students for success in life. |
| <b>Who are the focus students and what is the expected growth?</b><br>All grade levels and departments will participate with an emphasis on the subgroups within the school.                                 | <b>What data will be collected to measure student achievement?</b><br>Students enrolled in A-G, ROP/CTE courses and an increase in CTE courses of study. Students earning work ready certificates and standard industry certification                            |
| <b>What process will you use to monitor and evaluate the data?</b><br>Full level participation of courses. 2% increase of students who qualify for CSU/UC, increase in total 2+2 articulation.               | <b>Actions to improve achievement to exit program improvement (if applicable).</b>                                                                                                                                                                               |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b> |                                                                                                                                                                | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above. |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.1                                           | LHS will update its career center to provide better education, guidance and counseling for both college and career pathways                                    | This expenditure was not utilized this year due to an inability to hire staff to put this in place. LHS will continue to look at this in the future but only when it has the personnel to implement a career center.                                                |
| 3.2                                           | To further expand and diversity our career technical education program pathway for digital arts and media, LHS will purchase specialty materials and supplies. | LHS purchased chromebook cart for the CTE department. This allows the career classes to more readily explore college and career choices and options. This was a one time fund and will not continue int he future unless a further need arises.                     |
| 3.3                                           | LHS will support the hospitality and food service pathway through materials and supplies                                                                       | With the creation of the food service pathway LHS invested in building that program. This program has taken off with great success and LHS will continue to support this program and its developing needs.                                                          |
| 3.4                                           | In an effort to try and maintain instruction in our technology CTE course LHS will invest money into industry standard technology, equipment and programs.     | Supplemental material and technology was purchased for all CTE pathways. As funding allows this will continue in the future.                                                                                                                                        |

#### GOAL #4

Lindhurst High School recognizes that with the needs and challenges of our community, addressing the social, emotional and cultural needs of the students is critical to establishing both a physical environment that is safe, as well as a stable emotional mind-set for the students in order to maximize their academic success.

|                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                               |
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| <b>What data did you use to form this goal (findings from data analysis)?</b>                                                                                                                                                                                                                                                | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Lindhurst High School recognizes the importance of responding to social, emotional and cultural needs in order to make students feel valued and safe.           |
| <b>Who are the focus students and what is the expected growth?</b><br>All grade levels will participate, with an emphasis on the freshmen class.                                                                                                                                                                             | <b>What data will be collected to measure student achievement?</b><br>Student data from number of students participating in extracurricular activities and clubs. Reduction in suspensions related to bullying or harassment education codes. |
| <b>What process will you use to monitor and evaluate the data?</b><br>The entire student population will show continuous growth in the area of respecting one another. This will be measured by the Healthy Kids Survey and site surveys showing at least 1% fewer student suspensions for bullying and harassment offenses. | <b>Actions to improve achievement to exit program improvement (if applicable).</b>                                                                                                                                                            |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b> |                                                                                                                                                                                                                                                                                                                                     | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                      |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4.1                                           | 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). | The pass officer is a valuable asset to the school, working not only with the entire population but also with a more targeted segment. The ties and decrease in discipline is a direct result of this program and will continue.                                                                         |
| 4.2                                           | LHS will continue to offer services to increase parental involvement which may lead to better student achievement.                                                                                                                                                                                                                  | LHS will continue to offer other means of connecting with parents such as coffee with the principal, fliers, and marquee.                                                                                                                                                                                |
| 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.                                                                                                                                        | This position services all staff and computers. It allows teachers to not have instructional changes due to technology down time. It is a position that LHS will continue to fund.                                                                                                                       |
| 4.4                                           | LHS will fund for a Secondary Student Support Specialist                                                                                                                                                                                                                                                                            | This position managed a case load of over 200 students, providing daily check in check out sheets, one on one conversations and contact home. As a result a number of the students did see either an increase in their academics or a reduction in discipline. This position with continue to be funded. |

## SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2015-16

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 31, 2016.

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

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

## GOAL #1

Implement to a greater degree, a variety of instructional strategies to provide differentiated common core content standards-based instruction and intervention, to enable all students to achieve proficiency in English Language Arts and math by 2014-2015.

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

Please report progress in actions implemented this year:

| <p><b>Actions To Be Taken To Reach This Goal</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>           Include specific expenditures and report student achievement outcomes based on measurements noted above.</p>                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1.1 Collaboration for Literacy, strategic math, strategic ELA, and common core content area SDAIE teachers (math, ELA, AVID, EL, RTI, social science, and science teachers), four times a year, for the purposes of aligning curriculum to the common core standards, pacing, processing student assessments, 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.</p> | <p>Social Science teachers collaborated related to use of primary sources, from learning at PCOE. Our English Language Arts teachers collaborated around new curricular and instructional strategies. The collaboration time assisted the percentage of Marysville High School students meeting or exceeding the ELA CAASP was 53% compared with 47% districtwide.</p> |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.2 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. | The supplemental classroom supplies and instructional materials assisted the percentage of Marysville High School students meeting or exceeding the math CAASP was 30% compared with 19% of students districtwide.                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 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.                                                                                                                                                                                                                                                                                                                                                                                                               | For 10 consecutive years, from 2007 through 2016, 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 effort of our Student School Services Coordinator.                                                                                                                                                                                                                                                                                                                                                 |
| 1.4 MHS will continue to fund a counselor to further reduce the student to counselor ratio from 470 to 1 to 310 to 1.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Site specific categorical funds were not actually invested toward this goal in 2015-2016.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 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.<br><br>Provide 37.5% of EL Instructional Assistant (Part time) Salary                                                                                                                                                                                                                                                                                                                                           | In 2015-2016, 8 of 66 (12.1% of Marysville High School EL students were reclassified surpassing our site goal by 5.1 percentage points.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 1.6 Supplemental technological classroom tools, including installation costs, to enhance learning for all students including "Clickers", Eimos, LCD projectors, I-Pads, Smart Boards, lap tops, net books, lap top carts, lap top hard drives, and necessary tools for application.                                                                                                                                                                                                                                                                                                                                                                 | As a result of our school wide action plan, and collaboration, six new COW's (Computers on Wheels) containing 160 Chrome books and 80 traditional lap top computers, at a cost of \$136,000, were ordered and put in place to engage educationally disadvantaged students, enhance instruction, and increase rigor in all core area classrooms. ELA, math, science, and social science students all benefitted from this expenditure. In addition, 60 I-Pads were purchased for staff members for professional development, instructional, and communicative purposes, all designed to help educationally disadvantaged students learn and grow. |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.7 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.                                                                                                                                                                            | Specific site categorical funds were not actually invested toward this goal in 2015-2016.                                                                                                                                                                                                                                                                                                             |
| 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). | Six staff members attended the National PLC Institute in Salt Lake City Utah for three days, collaborated on how to best introduce and implement at our school and have facilitated three trainings, multiple surveys, and numerous discussions laying the foundations for successful development and implementation. 2015-2016 is a developmental year building for implementation in 2016-2017.     |
| 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.              | Nine staff members total attended regional, state, and national PBIS conferences this year (we also had members of our team invited to present at these events) which resulted in implementation of two Academic Seminar sections, a continued reduction of 30% or more in incidents of violence/defiance/ and disciplinary referrals, and a subjective feeling of increased positive school climate. |
| 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 site categorical funds were not actually invested toward this goal in 2015-2016.                                                                                                                                                                                                                                                                                                             |

## 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.

|                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Comparison of A-G completion rates with schools in our region and statewide.                        | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Analysis led to the conclusion that an average of 35% of graduates state wide complete A-G requirements.                                                                                                                                                                                                                                             |
| <b>Who are the focus students and what is the expected growth?</b><br>2014-2015 34% of students completing A-G Requirements<br>2015-2016 35% of students completing A-G Requirements | <b>What data will be collected to measure student achievement?</b><br>Formative benchmark exams, CAHSEE pass and proficiency rates, will be used to measure achievement                                                                                                                                                                                                                                                            |
| <b>What process will you use to monitor and evaluate the data?</b><br>Students' demonstrated performance in terms of % of students completing A-G requirements                       | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>Increase home communication to educationally disadvantaged students to improve academic performance, passing college prep classes, in order to complete A-G requirements. Tutoring After School (TAS); PBIS, Academic Seminar, and PLC Interventions are actions employed to lift student performance and help MHS exit program improvement. |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                                                                                                                                                                                               | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| 2.1 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.                                                                                                                                                            | Site specific categorical funds were not actually invested toward this goal in 2015-2016. We did receive an additional FTE from our district LCAP funding which we utilized for three sections of math, to increase our math intervention for students and to initiate two Academic Seminar intervention class sections to help EDY students with behavioral, organizational, study skill intervention.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 2.2 Work toward adding additional Advanced Placement course offerings for all students (Students and Parents).                                                                                                                                                                                                                              | Site specific categorical funds were not actually invested toward this goal in 2015-2016. We are adding AP US History to our students in 2016-2017. We look to add AP Biology in 2017-2018.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 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 train and tools for implementation of our fourth year of PBIS. Additional Tier II training, and introductory Tier III training, enhanced the incredibly successful "Check in Check out" intervention and opened the avenue for MHS to be on 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 33% decline in A-E violation and a 40% decrease in referrals. This improved behavioral performance is added to increase perceptions, measure by Twitter survey and Healthy kids Survey, of students feeling safe on campus. Marysville High School received recognition by being asked to present statewide webinars, and sought out by Elk Grove, Kelseyville, Antelope, Woodcreek, Lincoln, and Yuba City High Schools as a model PBIS school, and visit MHS. |
| 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, number our staff members, particularly from our math and science 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<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                           |
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| 2.5 Work toward adding an additional (third) guidance counselor (Students and Parents).                                                              | Site specific categorical funds were not actually invested toward this goal in 2015-2016. Through our District's LCAP, MHS added two additional full time counselors improving our school's student to counselor ratio from 1 to 500, as in recent years, to 1 in 250 this year.                                                                                                                                                       |
| 2.6 Maximize student, parent, and teacher participation in, and utilization of, Aeries.                                                              | Site specific categorical funds were not actually invested toward this goal in 2015-2016. Presentations were made to parents by counselor as Back to School Night. Our ELAC team trained parents at ELAC meetings how to get on and use Aeries. Parent training for Aeries have become a standard practice at IEP's, SST's, and 504's.                                                                                                 |
| 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 for 70 students. 55 of whom enrolled in credit repair and completed coursework. These 55 students completed 287 credits. \$6,500 is being invested to offer 60 students credit repair in June of 2016, 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%.

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| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Student behavior data spanning nine years provided the measure for this goal.                                                                                                                                                                                                                                         | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Each year, since 2003, Marysville High School has improved awareness, communication, and support for students demonstrating behavior problems, as demonstrated in the reduction of fights, total days of suspension, attendance, dropout, and graduation rates. |
| <b>Who are the focus students and what is the expected growth?</b><br>Though general focus is on all students, our most intensive students (8-10% most behaviorally challenged educationally disadvantaged students) are our main focus. Numbers of suspensions, expulsions, and referrals will reduce 10% in 2014-15. Suspensions will reduce 10% from 2013-2014. Attendance will meet or exceed 95%. | <b>What data will be collected to measure student achievement?</b><br>AERIES attendance and student discipline printouts                                                                                                                                                                                                                      |
| <b>What process will you use to monitor and evaluate the data?</b><br>AERIES attendance and student discipline printouts                                                                                                                                                                                                                                                                               | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>By addressing educationally disadvantaged students' behavioral issues, students will be empowered to perform at increasing levels of academic performance.                                                                                              |

Please report progress in actions implemented this year:

|                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Actions To Be Taken To Reach This Goal</b>      | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 3.1 MHS will provide 100% of PASS Officer's salary | Our PASS Officer provided 190 documented interventions for conflict management, home visits, personal and family crisis interventions, counseled 175 students while they were serving in Opportunity School; counseled 520 students (duplicated count) while they attended detention; conducted 85 home visits; and made 120 documented parent contacts via phone calls, office visits, or home visits. Our PASS officer plays a leading role in 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 spearhead in 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 eight years, averaging a 2.0% dropout rate over the past six years, and achieving our district attendance goal of 95% for each of the past 12 straight years. |

| <p><b>Actions To Be Taken To Reach This Goal</b></p>                                                                                                                                                   | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br/>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p>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.</p> | <p>Since March of 2016, Marysville High School has had a full time Secondary Student Support Specialist (SSSS) who has met with 61 students. Out of those 61 students, our intervention specialist recorded 26 meetings with our school's most at-risk 13 students on site contracts and suspended expulsion contracts, out of a total of 24 students on such contracts. (24 students demonstrates the positive effect of our school culture as traditionally we have carried 40 students on such contracts). The remainder of the students are English Language Learners and Redesignated. 92 meetings were recorded providing Academic Interventions with this last group of students. In addition, our Specialist was also involved in interpreting at parent/counselor meetings and was a team player providing support at 3 ELAC meetings. Many students were able to meet Yuba College admissions deadlines with the assistance of our Specialist. One home visit was recorded providing interpreting services. Our SSSS person also helped identify, steer, and tutor students in our TAS (Tutoring After School) program.</p> |

# **SINGLE PLAN FOR STUDENT ACHIEVEMENT**

## **Annual Program Evaluation - 2015-16**

School: South Lindhurst Continuation High School

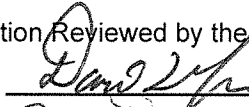
Principal: David Jones

### **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 05/11/2016.

Principal's Signature:

  
\_\_\_\_\_

SSC Chair Signature:

  
\_\_\_\_\_

## GOAL #1

### SOUTH LINDHURST

All students will reach high standards, at a minimum, attaining proficiency or better in Language Arts 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.

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

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                                                                                   | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| 1.1 Increase Parent Involvement & Communication with our families. Providing a multitude of opportunities for our parents to stay connected, involved, and equal participants in the education and development of our students. | <ul style="list-style-type: none"><li>* This year we started the school year with a Back to School Orientation and BBQ to meet new students and families to South Lindhurst and seek participation on parent committees and groups.</li><li>* A student handbook was created and distributed to all students and new enrollment to increase communication and expectations to students and parents.</li><li>* We also established an ELAC parent group to provide further communication and support to our second language parents. Meetings were held on the same evening as our School Site Council Meetings.</li><li>* Parent workshops for financial aid were held in the evenings for all SLHS parents in the month of February.</li><li>* Site Council has increased its participation by 200% this school year.</li><li>* Flyers and newsletters have been sent home and/or mailed home to students.</li><li>* School audio messenger has also been utilized for important information and dates</li><li>* School website has been updated to include news, handbooks, support resources, etc.</li><li>* Student attendance has maintained all year at 97-98 %</li></ul> |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p>1.2 Technology (Teaching and Learning):</p> <p>Ongoing development of virtual laboratory and supplementary tools to be used for credit remediation, ELD augmentation and RSP curricular tools. SLHS will utilize the PLATO Online program and computer laboratory after hours and during the school day if additional remediation is needed. In addition, the online PLATO program and lab will assess and provide adaptive intervention to our RSP students.</p> <p>Materials included are:</p> <p>Computers, chromebooks, ipads, subscriptions, site licenses for credit remediation program, Language programs, hook up and installation materials, Realia specifically for science and math online learning, Supplemental technology materials/software for all content areas, as well as hours to hire tech to work in laboratory.</p> | <ul style="list-style-type: none"> <li>* 12 laptops have been purchased for the Carnegie Math Program to fully utilize the online computer based resources within Math class</li> <li>* A chromebook cart was purchased for each classroom with 25 chromebooks ea. Classroom teachers will use the chromebooks to supplement their lessons and integrate 21st century technology skills. Google Drive and Google Classroom will also be utilized in some classrooms.</li> <li>* Each classroom received 20 "nices" for their chromebooks for student use within the classroom and for testing.</li> <li>* Money was also spent on Year 2 of the 3 year contract for the Online Credit Recovery Program: Edmentum PLATO. This program has had over 800 credits earned thus far this school thru 3 quarters. It is projected to hit 1,000 credits earned by the end of the 4th quarter. This program increases technology skills within students and aids the transition to post secondary education that are becoming increasingly more technology/web based.</li> </ul>                                                                                                                                                                                                                                                                                        |
| <p>1.3 Supplemental Materials and Supplies (Teaching and Learning):</p> <p>Additional realia and supplemental teaching materials for extended ELA, Science, History and Math education. Support materials, site subscriptions for intense intervention and guidance to meet grade level standards within the four core subject areas. Focus on transitioning to College and Career readiness.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Discovery Learning Site License was purchased to provide visual supports, real-life connections, and supplemental resources to all content areas. Each staff member has a log-in to access lessons and resources for classroom use. The site-license extends through next school year as well.</p> <p>Interact Units were purchased for Social Studies. All units are project based or promote research, presentation and collaboration. They are standards based and support Civics, Economics, World History, and U.S. History.</p> <p>Novel sets and dvd's were purchased for English classes. The dvd's provide a visual reference and can be used to compare and contrast the book to the movie.</p> <p>English reference manuals were purchased to support English classes with grammar, punctuation and the writing process.</p> <p>Strengths Based books and access codes were purchased for student use during guidance periods. Students will take an online assessment to identify their top 5 talent themes or strengths. Students will print out their individual action plans and the books will guide them through the process to develop their strengths and pursue a career that will maximize their talents.</p> <p>Supplemental resources for Math were purchased to provide classroom resources for engagement and lesson starters.</p> |

| Actions To Be Taken To Reach This Goal |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                       |
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| 1.4                                    | Professional Development:<br><br>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.                                                                                                                                                                                                                                | Two teachers were taken to a model continuation high school to view their program and observe teachers within like content areas. This experience was valuable for each staff member and new ideas were generated.<br><br>Our Math teacher was released one afternoon to observe Albert Powell Continuation High School. Counselors attended Yuba College's "College Day" to access resources and connections for our Career Faire and graduate transition to post-secondary programs and/or careers.                                                              |
| 1.5                                    | Teaching and Learning (Extended intervention):<br><br>Additional contracted staff hours to run intense intervention and off cycle course offerings in order to aid student goal achievement, standard mastery, and credit recovery.                                                                                                                                                                                                                                                      | This goal was not activated due to the school district fully funding our Summer School this school year.                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 1.6                                    | Teaching and Learning (supplemental reading materials):<br><br>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. Class sets of novels and other types of reading materials to enhance the academic discussions within the classroom and increase critical thinking. | The school library was replenished twice this school year. \$1,500 in the first semester and \$4,000 in the second semester. This library provides updated reading content that engages our students to read. This has increased the amount of reading on our campus.<br><br>Novel book sets were also purchased in the first semester (\$1,500) for English classes. Students read, analyze and write about the content of the novel. This expenditure has had great value as well. Students are engaging in high level academic conversation during the reading. |

| <p><b>Actions To Be Taken To Reach This Goal</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b></p> <p>Include specific expenditures and report student achievement outcomes based on measurements noted above.</p>                                                                                                                                                                                                                          |
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| <p>1.7 Hands on learning across the content areas through the utilization of the Green House:</p> <p>The utilization of the green house year around will provide our students with the opportunity to utilize Math, English and Science within a kinesthetic learning environment. The Thematic Project based learning units, will use the green house as the avenue to incorporate Common Core standards for Math, Science and English year-around. The units will command students to use skills learned in each discipline to complete tasks related to each content area for a final culmination project. Examples:</p> <ul style="list-style-type: none"> <li>*ELA 9-12 Writing Standard 2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information.</li> <li>*ELA 9-12 Writing Standard 7: Conduct short as well as more sustained research projects to answer a question or solve a problem.</li> </ul> <p>*Math 9-12 and Next Generation Science 9-12 Standards that overlap:</p> <ul style="list-style-type: none"> <li>• Number and Operations</li> <li>• Measurement</li> <li>• Statistics and Probability</li> <li>• Analyzing &amp; Interpreting Data</li> <li>• Using Mathematics and Computational Thinking</li> </ul> <p>The green house will be used to grow plants, flowers, vegetables, etc. for donation and resale (mathematical and writing component). It will also be used for specific labs that will also have a mathematical and writing components.</p> | <p>The funds within this goal were utilized to purchase a unit heater for the greenhouse so it can be usable during the winter. An exhaust fan and thermostat was also purchased for the summer to maintain temperatures conducive to growing plants within the greenhouse. Funds also purchased racks, planting pots and supplementary materials to utilize the greenhouse all year around by all content areas for thematic units. Power will be ran to the green house during the SPRING/SUMMER.</p> |

## GOAL #2

PART 1: A school culture that is focused on rewarding positive behavior and utilizing positive behavior intervention strategies to correct negative behavioral/social choices. The implementation of PBIS, a defined awards/recognition system, and intervention resources for rehabilitation will support the achievement of this goal.

PART 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) college & 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 have an academic grad plan that identifies short term and long term goals, and 6) students will be recognized for their accomplishments, and 7) Opportunities for career actualization through ROP courses, site based activities, and off site career experience.

|                                                                                                                                                                                                                                                                                              |                                                                                                                                                          |
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| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Attendance data, suspension rates, Contract/Expulsion data, State testing data, college & career student surveys, student and parent input and surveys                                                      | <b>What did the analysis of the data reveal that led you to this goal?</b><br>We have not reached 100 percent of students meeting this basic needs goal. |
| <b>Who are the focus students and what is the expected growth?</b><br>All students grades 10th -12th                                                                                                                                                                                         | <b>What data will be collected to measure student achievement?</b><br>Attendance data, suspension rates, Graduate exit interviews & transition plans     |
| <b>What process will you use to monitor and evaluate the data?</b><br>Monitor: attendance, suspension records, crime reports, transcripts, graduation rates, awards program, academic/grad plans, evidence of career exploration and frequency and type of parent and community involvement. | <b>Actions to improve achievement to exit program improvement (if applicable).</b><br>Not in PI                                                          |

Please report progress in actions implemented this year:

| <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Actions To Be Taken To Reach This Goal</b><br><br>2.1 Staffing (Part-Time District Funded Counselor):<br><br>To work with students on educational persistence, grad plans, and scheduling. Counselor will also mediate 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. Community resources will be accessed and brought to South Lindhurst to open college and career pathways for our students. The school counselor and student support specialist will work closely with the site principal to organize college and career days for our South Lindhurst students. | This is a district funded position. This person (Mr. Tarrant) has worked hand in hand with Mrs. Huerta our Student Support Specialist to provide social/emotional support and services as well as academic guidance. This year we produced our first Career Day and Mr. Tarrant has updated student grad plans each quarter so our students can set goals and reflect on progress. He has coordinated services and guidance during student crisis throughout this school year. He is a key player in developing transition plans for students who graduate as well. |

| Actions To Be Taken To Reach This Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement<br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p>2.2 Staff (Student Support Specialist):</p> <p>To support academic achievement and goal actualization of at risk students. Student Support Specialist will provide direct academic support in the computer lab to achieve credit recovery and proficiency of grade level standards through the online Plato Program for 3.5 hours daily.</p> <p>This Position will contribute to the safety and culture of the site by providing supervision during non-instructional time (lunch). Student Support Specialist will meet with students for low level counseling services and refer more severe counseling needs to the guidance counselor.</p> <p>Serve as community liaison for student intervention and outreach. (Guest Speakers, Donations for student recognition, Organize annual college &amp; career days with G.C. for students at SLHS).</p> <p>Connect students to services and programs that will support their development and future college and career pathways.</p> | <p>Mrs. Huerta has been vital to the success of our program this year. She has provided daily support within the PLATO lab and has created an ELAC parent group for our school. She has translated for our second language population and has created a partnership with our community with her outreach efforts. Mrs. Huerta has brought in guest speakers throughout the school year, donations from the community and coordinated the Career Day contact list. She has tracked our E.L. student progress and provided ongoing support to them. Students have also accessed her daily services of counseling for social/emotional. Last but certainly not least, Mrs. Huerta and Mr. Tarrant have provided workshops for students and families (FAFSA, Resume, Application, interviewing, etc.). This site funded expenditure has to continue going into next year to maintain the foundation and momentum established this school year.</p> |
| <p>2.3 Positive student recognition systems to promote and honor increased attendance, positive behavioral choices and increased academic achievement and performance (Materials, Supplies, and Support).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>This expenditure is not categorically funded but has been extremely valuable to the overall program and students. We have sent our Knight Scholars on 3 fieldtrips, and taken several groups of students to Yuba College. We have also provided weekly, monthly and quarterly incentives and rewards.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

# **SINGLE PLAN FOR STUDENT ACHIEVEMENT**

## **Annual Program Evaluation - 2015-16**

School: Marysville Community Day

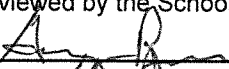
Principal: Gary Rogers

### **School Site Council Certification**

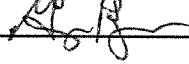
**The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])**

Annual Program Evaluation Reviewed by the School Site Council on 5/25/16.

Principal's Signature:

  
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SSC Chair Signature:

  
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### GOAL #1

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

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| <b>What data did you use to form this goal (findings from data analysis)?</b><br>SBAC data from students' prior schools                                                                                                                                                       | <b>What did the analysis of the data reveal that led you to this goal?</b><br>The analysis at the data showed students that are economically disadvantaged and second language learners need extra interventions and support to maintain five percent expected growth. |
| <b>Who are the focus students and what is the expected growth?</b><br>The focus groups are the economically disadvantaged and second language learners. The expected growth is five percent for each group as represented on the California Academic Performance Index (API). | <b>What data will be collected to measure student achievement?</b><br>Accelerated Reading and Math assessment results                                                                                                                                                  |
| <b>What process will you use to monitor and evaluate the data?</b><br>SBAC yearly assessments, teacher observation, and Accelerated Reading and Math assessments upon entry and exit.                                                                                         | <b>Actions to improve achievement to exit program improvement (if applicable).</b>                                                                                                                                                                                     |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above.                                                                                                                                                                             |
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| 1.1 All students grades 7-12 will have access to technology during the school day to enhance learning.. These electronic devices will be used to interact between collaborative groups within a classroom. The students will be able to access resources daily through the use of the technology where they will learn foundation skills as well as critical thinking through engagement of student and technology media. In addition aide and support instruction, research, and use of technology with the classroom. | We are still currently in the process of implementing Accelerated Reading and Math so current data is on available. However through observation it is documented that all students developed skills in the use of computers and other technologies to research, present reports, and solve problems. In addition, through observation teacher were able to provide access for students to technology and use technology to support instruction. |
| 1.2 Purchase materials and supplies that enhance student learning by supplementing and supporting all programs and departments.                                                                                                                                                                                                                                                                                                                                                                                         | Through observation it is noted that student learning was enhanced through the supplement and support all departments by providing more educational experiences including the purchase of materials and supplies, technology, instructional materials for the classroom.                                                                                                                                                                        |

## GOAL #2

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

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| <b>What data did you use to form this goal (findings from data analysis)?</b><br>Student attendance reports, California crime reports, suspension rates, disciplinary reports from previous schools, and disciplinary referral reports. As well as weekly CICO data. | <b>What did the analysis of the data reveal that led you to this goal?</b><br>Students were expelled and suspended for various reason from prior schools. Even students that are not expelled still had numerous incidents of discipline and referrals.           |
| <b>Who are the focus students and what is the expected growth?</b><br>All students will be the focus. Higher attendance rates and reduction of out of class referrals and suspensions.                                                                               | <b>What data will be collected to measure student achievement?</b><br>Disciplinary reports in regards to days of suspension, number of students receiving referrals, attendance percentages, referrals to SARB, and California state crime reporting percentages. |
| <b>What process will you use to monitor and evaluate the data?</b><br>A monthly attendance report and monthly data on the number of students given referrals or suspended from school. Weekly behavior levels including check in/check out data.                     | <b>Actions to improve achievement to exit program improvement (if applicable).</b>                                                                                                                                                                                |

Please report progress in actions implemented this year:

| <b>Actions To Be Taken To Reach This Goal</b>                                                                                                                                                                                                                                                                             | <b>Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement</b><br>Include specific expenditures and report student achievement outcomes based on measurements noted above. |
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| 2.1 In order to enhance student learning the purchase of Character and Leadership supplemental curriculum that will help students develop skills to become effective members of society. Train staff in the implementation of the program to ensure student success. Curriculum is aligned with ELA Common Core Standards | Staff has been trained in the use of Character and Leadership curriculum. Early implementation has shown a reduction in classroom behavioral referrals and suspensions.                                                                                             |