

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Annual Program Evaluation - 2016-17

School: Dobbins Elementary School

Principal: Duane Triplett

School Site Council Certification

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

Annual Program Evaluation Reviewed by the School Site Council on 06/01/2017.

Principal's Signature:

SSC Chair Signature:

The image shows two handwritten signatures in black ink. The first signature, for the Principal, is written over a horizontal line and is somewhat stylized. The second signature, for the SSC Chair, is also written over a horizontal line and is more cursive. Both signatures are positioned to the right of their respective labels.

GOAL #1

Improve student achievement in English Language Arts and Math. By June 2017, the number of students attaining proficiency will increase by 5% in both Language Arts and Math, as measured by District Benchmark and Curriculum Embedded Assessments.

What data did you use to form this goal (findings from data analysis)? 2015 CAASP Scores	What did the analysis of the data reveal that led you to this goal? Our 2015, CAASP results indicate that 21% of our students are proficient in ELA and 8% of our students are proficient in Mathematics.
Who are the focus students and what is the expected growth? Focus Students: All Students Expected growth: The number of students attaining proficiency will increase by 5%	What data will be collected to measure student achievement? Benchmark scores, STAR Reading scores, SBAC Assessment Results, API and AYP scores
What process will you use to monitor and evaluate the data? Ongoing monitoring and analysis of Renaissance STAR, Benchmark and embedded assessment data.	Actions to improve achievement to exit program improvement (if applicable). Targeted intervention and tutoring support in ELA and Math to increase student achievement.

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1 Provide students access to curriculum that addresses individual academic levels in grades K-6 ELA and Math. These programs also provide teachers essential data in identifying students who need additional intervention to attain proficiency.	
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.	Paper, ink, and copy machines were used to print supplementary instructional materials, assessments, and reports.
1.3 Provide Professional development opportunities, training, and opportunities for peer observations for staff to enhance knowledge of effective teaching strategies to improve student achievement.	Four books were purchased for each staff member to enable this school to continue on its path to becoming a Professional Learning Community. This books will be used in discussion moving forward into the next year.
1.4 Provide targeted intervention to students who are below proficient in ELA and/or math to preteach and reteach essential standards in small group and or individual settings.	We supported to Para Professionals who worked with small group instruction targeting below grade level students in grades k-6. This had limited success due to the transit nature of some of our most at risk students.
1.5 Provide small group ELA and Math direct learning opportunities and teacher support in K – 6 classrooms.	We supported to Para Professionals who worked with small group instruction targeting below grade level students in grades k-6. This had great success with all students improving in their ELA and Math.
1.6 Improve student achievement through the use and integration of technology.Support technology based learning and enhance active student engagement.	All students had a personal Chromebook available to them each day.

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 SBAC, District Benchmark and Curriculum Embedded Assessments by June, 2017.

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

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal		Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1	Provide Opportunities for parents to become actively involved in their child's education by becoming school/classroom volunteers	This was not successful and we are trying to find a way to increase parent involvement through other means than just fingerprinting.
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.	

SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2016-17

School: Olivehurst Elementary School

Principal: Melissa White (Interim Principal)

School Site Council Certification

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Annual Program Evaluation Reviewed by the School Site Council on .

Principal's Signature:

Melissa White

SSC Chair Signature:

Kelley Bielecki

GOAL #1

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

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

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
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.	Our EL Para-educator helps all parents, especially those whose primary language is Spanish. She acts as a liaison during IEPs and parent conferences. She explains various school and district processes and helps parents complete required forms. She keeps us current with all of our ELAC and DELAC information and meetings. She also works directly with students, primarily in small groups, but also in larger settings when appropriate. We redesignated 8 students this year.

GOAL #2

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

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

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1 Provide supplemental intervention for students. Academic counseling. Pacing of standards, use of illuminate, and benchmark alignment. School-wide interventions for academics in reading and math, 6th grade interventions coordinated with PE times. Small group intervention for reading academics; additional curriculum and supplies. 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	Our Outreach Consultant continues to work with our students and their behaviors. He acts as a triage for disciplinary issues sent to the office. He is able to mediate with students when appropriate and send them back to class. He also communicates regularly with parents in an effort to help students with behavior that may be getting in the way of their academic success. He sits in on conferences with parents to help them get a full picture of their student's behavior at school. He also coordinates and facilitates all SSTs.
2.2 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.	We provided Instructional Assistants for 2 hours in each Kindergarten class and for 1 hour in each 1st - 5th grade classroom. Wonders and Go Math programs were used with small groups.
2.3 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	New teachers were provided collaboration time with a grade level lead to assist with preparation and evaluation.

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.4 Provide staff development opportunities, release time for support personnel/principal conferences, technology lessons and computer intervention programs for (K-6).	Staff was sent to numerous appropriate conferences including: CUE, PBIS, PLC, and Writing Without Tears. Teachers presented to staff upon returning.
2.5 Increase parent support, home school and community connections, and attendance.	A back to school BBQ was held for all students, parents, staff, and community members. Newsletters were sent out. Additional information was sent home to parents on a regular basis.
2.6 Purchasing/replacing instructional technology that will assist teachers in helping students learn and demonstrate mastery of the Common Core State Standards. Such technology (purchasing students computers) will allow students to access supplemental resources such as Accelerated Reader.	We purchased 4 full chromebook carts to complete our goal of 1:1 schoolwide. All classrooms, grades 3-6, have chromebook carts, while all classrooms, grades K-2, have iPad carts.

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Annual Program Evaluation - 2016-17

School: Yuba Feather Elementary School

Principal: Duane Triplett

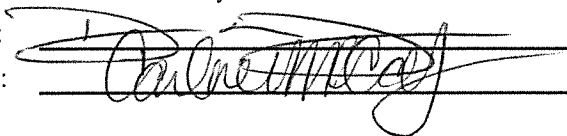
School Site Council Certification

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Annual Program Evaluation Reviewed by the School Site Council on 05/24/2017.

Principal's Signature:

SSC Chair Signature:

A handwritten signature in black ink, appearing to read "Duane Triplett", is written over two horizontal lines. The signature is stylized with a large, sweeping initial "D".

GOAL #1

Improve student achievement in English Language Arts and Math. By June 2017, the number of students attaining proficiency will increase by 5% in both Language Arts and Math, as measured by the Smarter Balanced Assessment.

What data did you use to form this goal (findings from data analysis)? 2015 CAASP Scores	What did the analysis of the data reveal that led you to this goal? Our 2015, CAASP results indicate that 33% of our students are proficient in ELA and 27% of our students are proficient in Mathematics.
Who are the focus students and what is the expected growth? Focus Students: All Students Expected Growth: The number of students attaining proficiency in both ELA and Math will increase by 5%.	What data will be collected to measure student achievement? Curriculum Embedded Assessment Scores, MJUSD Benchmark scores, STAR Reading scores, Smarter Balanced Assessment Scores, API and AYP scores.
What process will you use to monitor and evaluate the data? Ongoing monitoring and analysis of Renaissance STAR, Benchmark, Program Embedded assessment data, and Smarter Balanced Assessment scores.	Actions to improve achievement to exit program improvement (if applicable). N/A

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine if Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1 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.	Paper, ink, and copy machines were used to print supplementary instructional materials, assessments, and reports.
1.3 Provide professional development for staff that focuses on collaboration of staff members for the benefit of student learning.	Two books were purchased for each staff member to enable this school to continue on its path to becoming a Professional Learning Community. This books will be used in discussion moving forward into the next year
1.5 Provide targeted intervention to students who are below proficient in ELA and/or math to pre-teach and re-teach essential standards in small group and/or individual settings.	We supported to Para Professionals who worked with small group instruction targeting below grade level students in grades k-6. We also targeted below grade level students in math with a supplemental position working strictly on math facts. We also took a student survey and found out that 80% percent of our students did not have a place to do their homework at home. We provide a teacher after school for homework help four days a week. We had great success with all the interventions this year and will try to fund them again this next year if funding is available.
1.6 Provide small group ELA and Math direct learning opportunities and teacher support in Kindergarten and Fifth/Sixth Grade. Supplemental Para-educator to supports first through fourth grade students in math.	We supported to Para Professionals who worked with small group instruction targeting below grade level students in grades k-6.

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.

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

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal		Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1	Provide Opportunities for parents to become actively involved in their child's education by becoming school/classroom volunteers.	This was not successful and we are trying to find a way to increase parent involvement through other means than just fingerprinting.
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.	

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Annual Program Evaluation - 2016-17

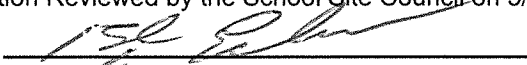
School: Lindhurst High School

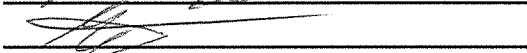
Principal: Bob Eckardt

School Site Council Certification

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Annual Program Evaluation Reviewed by the School Site Council on 5/16/2017.

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 CASSP, GPA between 1.5-2.5, and/or AP students who score under the state average of AP exams.

What data did you use to form this goal (findings from data analysis)? This goal is based on Lindhurst High School's mission statement as well as LEA LCAP goals.	What did the analysis of the data reveal that led you to this goal? 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.
Who are the focus students and what is the expected growth? All grade levels and departments will participate with an emphasis on the subgroups within the school.	What data will be collected to measure student achievement? Student achievement of the CASSP assessment will increase by 2% each year. Increase overall student GPA by 0.5 per year.
What process will you use to monitor and evaluate the data? Multiple measures will be used to gauge student achievement, to include CASSP scores, local assessment data, and non-weighted overall GPA.	Actions to improve achievement to exit program improvement (if applicable).

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal		Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1	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.	During the summer of 2016 core departments held summer institutes, where they were able to begin to identify core standards and even SMART goals. Many departments also worked on developing common rubrics to create a more systemic process for student evaluation and feed back. Throughout the course of the year our students earning honor roll increased by 3.4%, students achieving rising star status increased by nearly 4% and our data for CASSP in English looks to show a 6% gain. We will continue to fund these instructional development opportunities and will also be utilizing these funds to work with Solution Tree in our journey to creating professional learning communities.
1.2	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.	These supplemental supplies and programs were implemented in math and English. Based on teacher, student and student data we feel that this expenditure had a direct impact on student achievement and will continue this type of funding.
1.3	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	Technology is becoming a significant supplement instructional tool. As we have been able to add various resources such as Chromebooks for teachers to expand their instructional strategies student engagement is improving and so is our student achievement. These expenditures will continue for the 2017/2018 school year.

GOAL #2

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

What data did you use to form this goal (findings from data analysis)? This goal is based on Lindhurst High School's mission statement as well as the LEA LCAP goal number 1	What did the analysis of the data reveal that led you to this goal? 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 rationale is supported by state assessments, student GPA's, recommendations from various school committees, and a review of students work.
Who are the focus students and what is the expected growth? All grade levels and departments will participate with an emphasis on the English Language Learner and SPED subgroups.	What data will be collected to measure student achievement? Academic achievement will be measured on school wide and significant subgroup scores on CELDT, and local assessments.
What process will you use to monitor and evaluate the data? Student achievement of the CASSP 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.	Actions to improve achievement to exit program improvement (if applicable).

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal		Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1	Monies will be used to fund two bilingual para educators	These positions work directly with students in not only English classes but other core classes as well as a support to the classroom teacher. Both positions work with students individually and in groups depending on what the teacher needs. The data for our English learners is improving but we were unable to go through the redesignation process due to a technicality of not have a common state or district assessment. Had one been in place our redesignations would have increased, our number of students scoring a 4 or 5 on the CELDT increased by nearly 2% and the disaggregated data for the CASSP is not available yet.
2.2	To increase the opportunities for varied supplemental instruction LHS will Purchase various programs for the math department.	The Wolfgram Alpha was a positive addition to the supplemental programs. It has provided extra support for those students in Int. 1 as well as Pre-Cal. We will continue to fund this program.
2.3	As a way to increase our ability to strengthen the skills of our Special Education, thus giving them access with greater success in general education classes LHS will look for state approved supplemental materials to incorporate into our Special education classrooms.	This was a one time purchase and the use of ILIT appears to have a significant positive impact on student reading and reading comprehension. The district will be looking to further fund this program so future expenditures will not be necessary at the site level.