

The Single Plan for Student Achievement

School: Cedar Grove Elementary School
CDS Code: 43-69435-6067193
District: Evergreen Elementary School District
Principal: Lea Peery
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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School Vision and Mission

Cedar Grove Elementary School's Vision and Mission Statements

Cedar Grove Elementary School was established in 1969 and has a history of wonderful traditions and accomplishments in the Evergreen School District. It has been recognized as a California Distinguished School and National Blue Ribbon School of Excellence.

The Cedar Grove community of learners is committed to life-long learning. Our community of learners are focused on building 21st Century Skills (communication, collaboration, creativity, critical thinking), Career and College Readiness, and meaningful learning experiences aligned with the Common Core standards. Our students participate daily in rigorous curriculum and are engaged with the new knowledge by practicing the 21st century skills in the daily instruction.

The Cedar Grove learning community believes all students can achieve at high standards within a safe and nurturing environment.

The students are involved in many projects that support our theme, "Developing 21st Century Learners." They are given opportunities to make positive choices, demonstrate responsibility and respect for others, so they will become contributing members of our greater community.

School Mission Statement

We at Cedar Grove School are dedicated to providing the best educational experience for our students. We strive to ensure academic and social success by using a variety of teaching strategies based upon quality research and successful practice.

Our school is a place where children feel valued in a supportive environment and can achieve to the best of their ability. Our students are given opportunities to make positive choices, demonstrate responsibility and respect for themselves and others, so that they will become contributing members of our community. As children develop a positive self-concept along with their intellectual capacities, they will be successful in school and in their future.

School Profile

Community & School Profile

Evergreen School District, located in the City of San Jose, is comprised of fifteen elementary schools and three middle schools. Once a small farming city, San Jose became a magnet for suburban newcomers between the 1960s and the 1990s, and is now the third largest city in California. The city is located in Silicon Valley, at the southern end of the San Francisco Bay Area, and is home to more than 973,000 residents.

Cedar Grove Elementary School is located in the northeastern section of the district's borders. The school provides a family-oriented, nurturing, and safe place for students to learn, grow, and develop intellectually. Teachers, staff, and administrators continue to act on the principle that our students come first. During the 2015-16 school year, the school served 672 students in grades kindergarten through six on a traditional calendar schedule. The chart displays school enrollment broken down by ethnicity.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

During the 2015-2016 school year, the School Site Council discussed different ideas to improve the Comprehensive School Safety Plan at Cedar Grove School. The goals of the safety plan the group generated searched for information about the effectiveness of

the Project Cornerstone Program at our school. Based on the group's conversation, two surveys were to be created. The first survey was a parent survey which asked questions about the parent's general knowledge of the Project Cornerstone ABC program as well as some of the finer details of the program. The second survey was a student survey which focused on Developmental Assets in which the students scored themselves weaker on the Project Cornerstone Me and My World Survey. Both of the surveys will be administered for the first time in Fall of 2014 through the use of an online survey program. A follow up survey that will measure growth of the school year will be given in the Spring of 2015.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal Observation and Evaluation and assessment of the performance of each certificated employee are made on a continuing basis as follows:

- At least once a year for temporary personnel
- At least once a year for probationary personnel
- At least once every other year for personnel with permanent status

Informal classroom observations are conducted routinely throughout the school year by the school administrator.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The use of state and local assessments at Cedar Grove Elementary are used to modify and improve student achievement that is directly aligned with the state standards and provides information that, when integrated and examined as a whole, creates a full picture of student achievement and school improvement. All teachers administer reading tests on a regular basis for accurate placement of students in flexible guided reading groups and to drive reading instruction. Teachers continuously administer Accelerated Reader tests, which provide an independent reading level for each child. All teachers that teach kindergarten through sixth grade administer reading fluency tests. In addition, each grade level has their own assessment pieces they complete at their grade level. For example, kindergarten teachers use the "Evergreen School District Kindergarten Assessment" which evaluates a student's ability to identify upper and lower case letters, the letter sounds, high frequency words, blending, geometric shapes, number recognition and sorting three times in a year. Teachers in grades one, two and three use the BPST and spelling inventories to evaluate the children. They give the math assessments that are part of the adopted math series. The thoughtful use of assessment data to improve instruction has had a positive effect for students at Cedar Grove Elementary School.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Cedar Grove Elementary School has a monitoring system which includes curriculum embedded assessments available as part of the math and language arts adopted programs. Teachers use the language arts pacing guide and unit assessments to inform their instruction and differentiate based on student needs. The language arts unit assessments are conducted once at the beginning of a unit and once at the end of the unit as a means of progress monitoring. The weekly assessments are given between the unit assessments. These assessments inform teachers on student progress and effectiveness of instruction in all reading/language arts. Cedar Grove students are also given beginning and end of the year assessment to mark their growth in mathematics over the year. These curriculum-embedded assessments are based on the adopted reading/language arts and mathematics programs. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

To maintain Evergreen School District's position as a high performing district, we must continue to develop and support a worldclass educational system. Doing so includes ensuring that there is an adequate supply of highly qualified and effective teachers, paraprofessionals, and administrators who are prepared to meet the challenges of teaching California's growing and diverse student population.

These efforts, in accordance with No Child Left Behind (NCLB), have resulted in significant improvements in the preparation, authorization, and assignment of teachers throughout the district. NCLB Teacher Quality requires that teachers:

1. Have at least a bachelor's degree from an accredited institution of higher education.
2. Hold full state certification.
3. Demonstrate subject-matter competence for each NCLB core academic subject they teach.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials, training on SBE-adopted instructional materials) (EPC)

Evergreen Elementary School District certifies that all classrooms have highly qualified teachers credentialed for their assignment, as documented on the annual CBEDS report. Some examples of the staff developmental teachers go through on a yearly basis are:

- a. the use of data to analyze and to inform classroom and school wide practices.
- b. participate in grade level team meetings to discuss and use student achievement results to determine student progress, the effective use of research-based practices, and to plan deliver and adjust instruction.
- c. participate in ELL professional development to highlight instructional practices to support ELL in the learning of the academic content standards.
- d. use of technology tools provided with adopted curriculum to enhance curriculum knowledge and implementation.
- e. training for teachers to use common, ongoing, formative assessments to collaborate about the progress of students and to adjust instruction to support struggling learners.
- f. classroom coaching tied directly to the skillful implementation of all components of the adopted program.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is directly aligned to content standards, assessed student performance, and professional needs through faculty meetings, grade level meetings, articulation committees, reflection and training with district coaches. This collaboration is on-going and occurs during designated staff development days, teacher prep periods and after school. All new teachers go through the BTSA program which familiarizes them with content standards and with any new standards-based adopted curriculum comes staff development. In addition, staff development is planned for any newly supplemental resources or professional development with the implementation of the Common Core State Standards.

The Administration works closely with teacher and department leads to get input on staff needs and couples this with research-based, proven effective programs and strategies that help schools build proficiency to meet state standards, improve performance rate on state tests, and demonstrate the Adequate Yearly Progress required by No Child Left Behind.

Each grade level reflects on the previous year's test scores to help create new standard based goals. The administration and grade level leads help to facilitate on-going conversation surrounding student assessment. This leads to data-driven instruction. Professional needs are then addressed based on the goals and data through staff development with the ultimate objective of closing the achievement gap and increasing student achievement. This can be supported through staff development that is directly aligned to content standards, assessment, and professional needs.

A few key points to professional/staff development that lead to successful school improvement and real change in the classroom are:

- Make sure the content, approach, and efficacy of the professional development will help the school reach its vision
- Having a shared vision of expectations and implementation
- Plan and schedule professional development in advance
- Follow-through/accountability with implementation
- Opportunities for staff that commit to on-going, long-term professional development
- Make sure all staff are involved in appropriate professional development, monitor and deliver standards and communicate progress

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

During the course of the year, planning conferences are held with each teacher. During these meetings, the teacher and the principal sit down to discuss professional goals as well as the student performance data. It is our belief that data drives our instruction. In addition to established professional development goals; the establishment of goals and objectives to meet the needs of students are created. The monitoring of those goals is evaluated formally at least three times per year and informally throughout the year. In order to meet the learning needs of each child, a variety of grouping structures are put in place to attain the highest academic achievement possible for all students. Teachers participate in school and district wide staff development programs. The staff has embraced the Step Up to Writing Program and Writer's Workshop school wide as strategies for writing achievement to support all students. Writer's Workshop is being implemented by a core group of teachers to propel student writing to the next level. Teachers are working with a District Instructional Coach with the implementation of Common Core State Standards and district collaborative professional development. Teachers are receiving coaching support in meeting the writing needs of English Language Learners. During the school year, teachers and specialists participate in workshops to assist struggling students using a variety of interventions supported by the School Improvement Plan or District Support such as Twilight professional development, ELL lead teacher meetings, Culturally and Linguistically Responsive Teaching, TurnAround Schools, New Teacher Center (PLC), and Deeper Learning Network (New Tech Network). Teacher facilitators bring their professional learning back to the staff to plan and implement effective practices. Additionally, teachers meet twice per month to collaborate, plan, and share expertise. The teachers analyze student assessments and plan effective, meaningful interventions, and practices.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration is and has been embraced by the district and at each school site using the research based strategies found in the works of DuFour, Marzano, and Tomlinson to name a few. It is our firm belief that in order for students to succeed, we must work together as a team and not in isolation. At Cedar Grove, grade level and cross grade level collaboration occurs at least twice monthly. During the first collaboration meetings of the school year, teachers work together to identify grade level goals using information from state and local assessments as well as other formative and summative data. At subsequent regularly scheduled collaboration meetings, they work and meet together to review and analyze progress towards established student achievement goals that have a positive impact on the classroom using information from a variety of formative and summative sources including a deep analysis of student work, observation, and local benchmark data. During their work together, progress towards goals, teachers use data to support standards based achievement and refine and adjust goals and/or instruction to ensure growth in student achievement. This is part of the professional learning community established at Cedar Grove. In addition to our site based collaborative work together, at each grade level and across grade levels, teachers spend five professional district days working in grade level teams to gain additional professional development in core subject matter, and an opportunity to discuss best successful research based practices as well as identify challenges and potential solutions to grade level challenges that arise. Transitioning to the Common Core State Standards this year, allows opportunities for teachers to discuss best and successful research-based practices. Through the instilled belief that we work together, teachers at Cedar Grove are committed and dedicated to the continuous improvement process for student learning and achievement.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum, instruction, and materials that is delivered by teachers at Cedar Grove Elementary School are aligned to content and performance standards. All teachers in Cedar Grove School are fully implementing their respective district adopted standards-based textbooks and supplementary materials in all curricular areas, including language arts, mathematics, English language development, social studies, and science.

All teachers meet monthly to discuss successes as well as the implementation of school-wide instructional strategies to be used consistently across content areas and grade levels. All staff members are included in the process of identifying and developing strategies for addressing critical areas of improvement.

Academic intervention groups, focusing on English Learners, in Language Arts and Math will begin in October. Renaissance (Accelerated Reader) is being promoted in all classrooms. AR books are available in the library and classrooms.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The recommended instructional minutes are defined by the Evergreen School District and addressed as the average weekly instructional minutes for reading/language arts and mathematics.

The guidelines for reading language arts are 450 minutes for kindergarten, 750 minutes for grades 1 through 3, and 650 minutes for grades 4 through 6.

The recommended daily instructional minutes for areas of focus include:

- Oral language 10 minutes
- Word study 10 to 20 minutes
- Reading 10 to 20 minutes
- Writing 15 to 20 minutes
- Small group instruction 45 to 60 minutes.

The guidelines for mathematics are 100 minutes for kindergarten, 250 minutes for grades 1 through 3, and 350 minutes for grades 4 through 6.

Adherence to the recommended guidelines are:

- The alignment of daily classroom instruction to content standards
- Complete implementation of the state adopted texts
- Weekly lesson plans
- Grade level planning and collaboration
- Curriculum mapping
- On-going professional development
- Classroom assessments
- School wide assessments

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Common Core aligned district standards assessments will be developed. Assessment schedules will be developed in math and reading/language arts to monitor student progress toward proficiency, which will allow us to monitor student progress toward proficiency. For students who are not making appropriate progress, intervention is provided. Teachers use a variety of in-classroom intervention strategies including small group instruction, front-loading, differentiated instruction, along with specifically designed intervention resources that align with the adopted materials. Additionally, the school offers intervention day classes for students who are at-risk of retention. An intensive reading/language arts program is offered during the day for students in grades 2-6. It is designed to address the academic gaps in their learning. Student progress is monitored and pacing is adjusted according to student needs.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

California Education Code 35186 addresses Evergreen School District's responsibilities regarding textbooks and curricular materials. To comply, there must be sufficient textbooks and instructional materials for each pupil, including English learners. Textbooks and/or instructional materials must be available to students to use in class and to take home. As such, all students receive grade-level textbooks for Language Arts, Social Studies, Science, and Math. These materials directly align with the State Standards and are approved by the State Board of Education. Teachers certify that each child has an approved textbook and reports are prepared and approved by the School Board to ensure that our school and the Evergreen School District are compliant.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Evergreen Elementary School District provides Common Core aligned or California State standards-based instructional materials in core subject areas to all students, as described in California Education Code 35186. All students in grades TK-6 are provided with grade level appropriate instructional materials in core curricular areas: English Language Arts (K-6: Macmillan/McGraw-Hill 2010), Mathematics (K-3: Engage New York 2014; 4-5: Bridges in Mathematics 2nd edition 2014; 6: College Preparatory Math 2014), Science (K: Scott Foresman 2008; 1-5: Macmillan/McGraw-Hill 2008; 6: Holt, Rhinehart, Winston 2008), Social Studies (K: Scott Foresman 2007; K-6: Houghton Mifflin 2007), and TK Units of Study. All instructional materials are approved by the Evergreen School District Board of Trustees and include intervention, extension, and EL support materials, which teachers utilize based on student need. Teachers provide quality instructional programs, and collaborate on and apply research-based strategies and ideas to integrate themes across the curriculum.

All instructional materials go through a rigorous selection process. Instructional materials selection in core curriculum areas is a three-tier process. The first tier involves the review and study of research, frameworks, and approved materials by the state of California. During the second tier, teachers and administrators identify two to three programs to pilot. Materials must reflect current research, the culture of our community, and the needs of our students. The third tier begins the piloting process and training. Teachers in primary and upper grades volunteer to pilot the various materials. Feedback is strongly encouraged from all stakeholders (students, parents, teachers, support staff, and community). For every curriculum selection, all piloted instructional materials are available for review in the Teacher Center. Parent input is strongly encouraged.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Classroom teachers and eight certificated specialists provide Integrated Support services to our students. Specialists include a Resource Specialist and nine part time specialists including a Nurse, Psychologist, Marriage and Family Therapist Interns, Speech/Language Pathologist, English Language Development teacher, Media Clerk, Occupational Therapist, and Adaptive Physical Education teacher. Cedar Grove School is prepared to respond to the needs of individual or groups of students, by providing assistance and facilitating the delivery of an array of services in a coordinated and timely fashion. Support services include but are not limited to counseling, occupational therapy, physical therapy, speech therapy, adaptive physical education, Resource Program, Special Day Class, tutoring, health screening, and psychological services.

Cedar Grove classroom teachers use a variety of research based pedagogical approaches in the classroom. These approaches include: guided reading, centers, differentiated math and reading groups, Words Their Way spelling, shared reading, Step Up to Writing, 6 Traits, Writer's and Reader's Workshop, STEM/STEAM strategies, Project Based Learning and SEAL Program (Sobroto Early Academic Language) and modified lessons to help under performing students achieve. Likewise audiobooks, visual aides, manipulatives, collaborative learning, parent volunteers, and computer software including Accelerated Reader and Online Math Intervention help support under performing students to meet state standards. The Cedar Grove staff believes that it is our job as educators to help bring out the academic potential of every student.

14. Research-based educational practices to raise student achievement

The mission of Evergreen Elementary School District is to strive to provide greater student success and to ensure this success for all of our diverse student population in the 21st Century using Marzano's book, *What Works in Classrooms* as a guide. Evergreen Elementary School District is dedicated to having high expectations for every student. We provide after school enrichment classes such as Extended Day Support. Using the research of Carol Ann Tomlinson, we implement differentiated instructional strategies and techniques such as, adjusting questions, compacting curriculum, tiered assignments peer teaching, reading buddies and learning centers in our classrooms. Marzano's third School Factor is "parent and community involvement." Our PTA supports Family Literacy Night, Family Math Night, and Science Night. They volunteer in classrooms and at school events. As members of our School Site Council, our parents are full partners in the decisions that affect student academic success, as well as the school climate. Finally, through school-wide expectations and procedures and spirit days we provide a positive school climate. We offer our students a safe and nurturing environment in which they can excel.

Professional Learning Communities(PLCs) have been implemented and are guided by a clear and compelling vision of what the school must become to help all students learn. Sites utilize results-oriented goals to mark their progress and members work together to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions and extend and enrich learning when students have already mastered the intended outcomes. Teams in a PLC engage in collective inquiry into best practices in both teaching and learning. Instructional Coaches are available at each site to help transform learning. The coach supports the teachers in developing his or her expertise then develops meaningful attainable action plans. The action plans should enhance the structure of organizations and their attainment of the specified school goals.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

High quality academic assessments assist in diagnosis, teaching, and learning in the classroom in ways that best enable under achieving students to meet State student achievement academic standards and do well in focal curriculum. Standards-aligned instructional materials and strategies include the district purchasing of materials on the State-adopted list for grades K-8 to support all students including those under-achieving. Teachers regularly examine student work samples to ensure that students are mastering grade level standards. The school and district offer extended day learning academics within the school year with set standards based curriculum and designed number of hours of attendance. Evergreen School District and Cedar Grove Elementary School has designed staff development and professional collaboration aligned with standards-based instructional materials to assist under-achieving students. The district and the schools have active parent leadership groups including the District Advisory Council, Parent Advisory Council, School Site Council, English Language Learner Parent Advisory Council, Title 1 Parent Advisory Council where the involvement of parents focuses on ways to assist students and monitor program effectiveness. Additional services listed below assist student academic needs.

- Student Study teams provide coaching to classroom teachers and monitoring of individual student success.
- Cedar Grove's School psychologist works directly with students and families most at risk of not achieving academic proficiency.
- Cedar Grove Elementary posts newsletters on the school's website to inform parents of current events.

Parent University
Counselors
MFT Interns

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council (SSC), under the leadership of the principal, serves as a team through which the school improvement process moves forward. Our team is represented by 5 parents or community members (elected by parents of students who attend our school), 3 teachers, and one classified member. The team works to develop a school plan that has measurable objectives. These objectives are based on the school budget and seek to improve the needs of the total school population. The SSC oversees, monitors, and reviews the site plan. The team also approves any revisions to the plan when necessary. Ultimately, the SSC will recommend our plan to the Evergreen School Board of Trustees for approval.

The English Learner Advisory Committee (ELAC) is comprised of school staff including the principal and members of the parent community. The percent of parents on the committee is reflective of the percent of English Learners at the school. The ELAC committee helps develop and implement the plan for English Learners. They also must understand the needs of those children in our school and ensure the plan addresses those needs. The principal along with other staff members clarifies the issues confronting our English Learners, explains testing, and assists our EL community in understanding the laws and regulations surrounding our EL population. The school also has at least one representative who participates at the district level in DELAC, the District English Learners Advisory committee. There, the representative has the opportunity to have his/her voice heard regarding effectiveness of the program, questions about implementation across the district, testing requirements, or any concerns or questions parents may have. It is important to note that all participants be provided materials in their primary language whenever possible.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Supplemental funds are used to provide services and support to assist under performing students in meeting the standards during the regular instructional day, before and after school. The State Board of Education approved supplemental materials are purchased to support regular education students as well as English Language Learners (ELL), Socio-economically disadvantaged students, and foster youth. Additional instructional time is provided in the areas of Language Arts and Math through extended day classes, which are held either prior to or following the regular school day.

18. Fiscal support (EPC)

The school's general and supplemental funds are coordinated, prioritized, and allocated to align with the full implementation of the Essential Program Components in Reading Language Arts, English Language Development, Mathematics, and the Single Plan for Student Achievement (SPSA). Cedar Grove School uses the monies that are allocated by the state to assure that the educational needs of all students are being met through a balanced academic program. The School Site Council helps in development of the SPSA to ensure that the money is being used for all academic programs at the school.

Description of Barriers and Related School Goals

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	100	99	99.0	99	2390.0	13	15	32	39
Grade 4	112	112	100.0	112	2450.8	15	30	21	33
Grade 5	117	116	99.1	114	2495.5	16	34	21	28
Grade 6	140	139	99.3	139	2534.0	15	38	28	19
All Grades	469	466	99.4	464		15	30	26	29

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	14	34	52	12	46	41	12	69	19	12	53	34
Grade 4	18	53	29	23	46	31	13	64	22	18	53	29
Grade 5	14	51	35	31	38	32	14	63	23	27	54	18
Grade 6	15	53	32	35	40	25	21	65	14	24	66	9
All Grades	15	48	36	26	42	32	16	65	19	21	57	22

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	100	99	99.0	99	2409.6	8	31	27	33
Grade 4	112	112	100.0	112	2445.5	5	20	46	29
Grade 5	117	115	98.3	114	2491.0	12	25	31	30
Grade 6	140	140	100.0	140	2506.3	9	25	33	34
All Grades	469	466	99.4	465		9	25	34	32

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	17	40	42	16	46	37	22	54	24
Grade 4	10	39	51	15	52	33	13	45	43
Grade 5	17	46	37	12	54	34	14	54	32
Grade 6	13	41	46	9	60	31	14	63	24
All Grades	14	42	44	13	54	34	15	54	30

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					1	25	2	50	1	25	4
1	5	21	16	67	3	13					24
2			15	52	10	34	3	10	1	3	29
3	3	9	17	50	9	26	3	9	2	6	34
4	4	21	5	26	5	26	2	11	3	16	19
5	6	29	8	38	5	24	2	10			21
6	5	26	3	16	7	37	2	11	2	11	19
Total	23	15	64	43	40	27	14	9	9	6	150

Conclusions based on this data:

1. The largest percentage of students are in the early advanced level.
2. 169 students were tested on the CELDT. 81% performed at the intermediate through advanced range. 19% performed at the beginning through early intermediate range.
3. We will continue to provide quality instruction to meet the needs of all of our EL students to guide to reclassification from the EL program.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	4	7	15	25	17	28	18	30	7	11	61
1	6	22	17	63	3	11			1	4	27
2	1	3	15	48	10	32	3	10	2	6	31
3	3	9	17	50	9	26	3	9	2	6	34
4	4	20	5	25	5	25	2	10	4	20	20
5	6	25	8	33	7	29	3	13			24
6	5	22	3	13	8	35	2	9	5	22	23
Total	29	13	80	36	59	27	31	14	21	10	220

Conclusions based on this data:

1. The largest percentage (33%) of students are at the intermediate level. 55% of third grade students are performing at the intermediate level.
2. 38% of the students are early advanced or advanced on the CELDT.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	169	172	150
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	169	172	150
Number Met	106	122	103
Percent Met	62.7%	70.9%	68.7%
NCLB Target	57.5	59.0	60.5%
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	188	30	158	34	151	40
Number Met	58	14	66	17	62	17
Percent Met	30.9%	46.7%	41.8%	50.0%	41.1%	42.5%
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	Yes	*	Yes	Yes	Yes	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	No		--
Mathematics			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	Yes		--

Conclusions based on this data:

1. AMAO 1 and AMAO 2 targets were met, but must be maintained.
2. AMAO 3, all EL subgroups met Adequate Yearly Progress in Math, but did not meet the criteria in ELA proficiency.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	2,593	2508	2,468
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	2,592	2508	2,468
Number Met	1,597	1597	1,488
Percent Met	61.6	63.7	60.3
NCLB Target	57.5	59.0	60.5%
Met Target	Yes	Yes	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	2,626	652	2446	638	2,389	731
Number Met	825	286	791	293	656	362
Percent Met	31.4	43.9	32.3	45.9	27.5	49.5
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	Yes	No	Yes	No	Yes	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	No	No	

Conclusions based on this data:

1. This is the first year that we did not make AMAO 1 and we are literally .2% below the target.
2. We still have been able to meet the target for the less than 5 years cohort.
3. Our >5 target % did exemplify a 4.4% increase.

School and Student Performance Data

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	2011-12 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
---5---	21.2	18.6	28.8

Grade Level	2012-13 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
---5---	24.2	31.2	20.3

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
---5---	18.0	21.8	39.8

Planned Improvements in Student Performance

English/Language Arts, School Goal 1, District LCAP Goal 1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
Increase Performance ELA All Cedar Grove students including significant subgroups will meet standards for reading literacy or will improve by at least 5% each year as measured by a spring assessment in 2015. Use 21st century learning tools to share information and communicate ideas to others through writing, presentations, and collaborative groups.
Data Used to Form this Goal:
A review of the common core anchor standards, EESD strategic plan, site assessments , and report cards. District Spring Assessment California Assessment of Student Performance and Progress
Findings from the Analysis of this Data:
This instructional goal needs to support teachers and students in building instruction that deepens learning in the content areas of English Language Arts.
How the School will Evaluate the Progress of this Goal:
Report Cards Writing Assessment District Spring Assessment California Assessment of Student Performance and Progress

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will be provided with opportunities to be instructed in specific reading skills using targeted instructional intervention along with needed grade level materials, literature, field trips. Extended learning opportunities will be provided with the use of reading and writing manipulatives and supplemental materials. Supplemental instructional materials and necessary technology will be purchased to support the Language Arts curriculum and the implementation of the Common Core Standards.	8/20/2015 - 12/31/2016	Teachers, administration, EIC	resources, supplies, materials	4000-4999: Books And Supplies	Supplemental Fund	1,000
				4000-4999: Books And Supplies	General Fund	500
Professional development, professional consultants, and grade level collaboration time will be utilized to implement best practices, 21st Century Skills, Step Up To Writing strategies, 6 Traits, Writers' Workshop, Daily Five, Project Based Learning, and Deeper Learning, in an effort to ensure that students become more organized and proficient with all aspects of reading and writing in grades K-6. Students will be engaged in purposeful learning that integrates curricular areas specifically targeting our subgroups. Teachers can attend conferences / workshops.	8/20/2015 - 12/31/2016	Teachers, Staff, clerical, Principal, EIC	professional development, travel, conferences professional development	5000-5999: Services And Other Operating Expenditures	General Fund	2,000
				5000-5999: Services And Other Operating Expenditures	Supplemental Fund	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will be provided with opportunities to enhance their reading, writing achievement and 21st century skills through the integration of technology and the transition to the CCSS. Purchase of additional hardware and software and other technology, (such as Accelerated Reader reading program and Raz-kids). Professional Development for the staff to monitor student achievement, differentiate instruction and increase student engagement.	8/20/2015 - 12/31/2016	Teachers, Principal, EIC	resources, supplies, materials collaboration time, professional development	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures	Supplemental Fund	1,000
Teachers will use regular assessments to determine student growth in ELA. This will include using rubrics, unit assessments and grade level developed assessments. Teachers will use grade level/cross grade level collaboration time to develop and analyze student assessments, discuss strategies, and best practices for improving student achievement. Teachers will use time to conduct individual student reading assessments, peer coaching, professional development, Evergreen Instructional Coach (EIC), collaborative grade level planning and vertical articulation. Technology will be used to support the process of scoring assessments.	8/20/2015 - 12/31/2016	Teachers, Principal, Resource Specialist, EIC	release time, planning, training, collaboration support Evergreen Instructional Coach (EIC)/ Collaboration/release time	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	Supplemental Fund General Fund	1,000 4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students who need additional intensive language arts intervention will be assisted by Language Arts (teachers/consultants) who will provide intensive small group instruction using a variety of intervention materials. Students in the intervention program will be assessed regularly to determine their progress and make needed modifications. Students in grades 2 and 3 who are below basic in Language Arts will receive intensive instruction from the Resource Specialist using the "Language!" reading program. To support struggling students intervention may be provided during the school day. Additional teaching staff and instructional assistants may be necessary.	8/20/2015 - 12/31/2016	ELA consultants, Resource teacher, Principal, Teachers, Instructional Assistant, EIC	certificated staff, teachers	1000-1999: Certificated Personnel Salaries	Supplemental Fund	20,000
			support staff, clerical	2000-2999: Classified Personnel Salaries	General Fund	400
			employee benefits	3000-3999: Employee Benefits	Supplemental Fund	
			resources, supplies, materials	4000-4999: Books And Supplies	Supplemental Fund	1000
			professional development	5000-5999: Services And Other Operating Expenditures		
Purchase supplemental supplies and instructional materials to support the instructional program. Materials may include computers ad other technology, leveled library books to support across content areas, software apps, and/or supplies and resources that support the integration of all content areas.	8/20/2015 - 12/31/2016	ELA consultants, Resource teacher, Principal, Teachers, Instructional Assistant, EIC				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2014-2015 is the transition to implement the Common Core standards that incorporate the 21st Century Skills, Deeper Learning, and support Project Based Learning. Students will experience a variety of strategies and resources that aligned with this instructional shift. Additional and supplemental materials, resources, workshops, and incentives will be utilized to meet the needs of all the students and meet the needs of our targeted subgroups.	8/20/2015-12/31/2016	ELA consultants, Resource teacher, Principal, Teachers, Instructional Assistant, EIC	release time, collaboration support, planning, training professional development	1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures	Supplemental Fund	2000
Art, music, and PE will be used to enrich the academic program to support literacy and the social emotional well-being of students. Supplies and materials needed to support literacy and the visual and performing arts will be purchased.	8/20/2015 - 12/31/2016	ELA consultants, Resource teacher, Principal, Teachers, Instructional Assistant, EIC		1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies		

Planned Improvements in Student Performance

Mathematics, School Goal 2, District LCAP Goal 1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
Build all students' understanding of the math practices to deepen their knowledge of grade level math content through the implementation of current math adoption.
Data Used to Form this Goal:
A review of common core standards, EESD strategic plan, site assessments, and report cards. District Spring Assessment California Assessment of Student Performance and Progress
Findings from the Analysis of this Data:
The instructional goal needs to support teachers and students in building instruction that deepens learning in the content area of Mathematics.
How the School will Evaluate the Progress of this Goal:
Report Cards District Spring Assessment California Assessment Of Student Performance and Progress

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will be provided with opportunities to be instructed in specific math skills using supplemental instructional materials, manipulatives, and supplies needed to support differentiated instruction. Material will be purchased that support the mathematics program and other related curricular areas that pertain to math. Teachers will use assessment data to inform and modify instruction as needed.	8/202015-12/31/2016	Teachers, Principal, Clerical, Support Staff, EIC	resources, supplies, materials	4000-4999: Books And Supplies	General Fund	1500
Purchase supplemental instructional materials, manipulatives and supplies needed to support differentiated instruction in the mathematics program and other related curricular areas that pertain to math will be purchased with funds available to the school. Materials may include computers and other technology, books, software, ipad apps, supplies, and resources that support the integration of other content areas.	8/202015-12/31/2016	Teachers, Principal, Clerical, Support Staff, EIC	resources, supplies, materials	4000-4999: Books And Supplies	Supplemental Fund	1190
Staff development / Collaboration time will be provided to support instruction and delivery of instruction using differentiated instructional strategies to specifically improve mathematics facts, algebra and functions and measurement and geometry. Grade level collaboration time will be utilized to align instruction to content standards and analyze instructional practices. Grade level teams will monitor student performance, analyze data, and discuss best practices to improve student achievement.	8/20/2015-12/31/2016	Principal, Staff, Clerical Support Staff, Consultants, EIC	release time, planning, training, collaborative support	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	General Fund Supplemental Fund	500 2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide support for students who are performing below grade level on mathematical standards. Using additional sources for teaching math, students will be given greater opportunity to learn and memorize math facts and learn fact families. Additional instructional materials, computer hardware, software may be purchased to support the extended day/year classes.	8/202015-12/31/2016	Principal, Teachers, Staff, Clerical, Support Staff, EIC, Consultants	teachers, support staff, collaborative planning	1000-1999: Certificated Personnel Salaries	Supplemental Fund	10,000
			employee benefits	3000-3999: Employee Benefits	Supplemental Fund	
			resources, supplies, materials	4000-4999: Books And Supplies	Supplemental Fund	1,000
All staff members will attend site and district inservices to learn and implement effective math instructional strategies. Staff development will provide additional learning opportunities for the development of skills in math and that support the transition to the Common Core Standards, 21st century skills, Deeper Learning, and Project Based Learning. Staff will collaborate within and across grade levels to develop effective instructional strategies to meet the individual needs of their students through differentiated instruction. Teachers may attend conferences for further professional development.	8/20/2015-12/31/2016	Teachers, Principal, Clerical, Support Staff, EIC	release time, planning, training, collaborative support	1000-1999: Certificated Personnel Salaries	Supplemental Fund	1,000
			professional development, travel, conferences, workshops	5000-5999: Services And Other Operating Expenditures	General Fund	1,000
			professional development, workshops	5000-5999: Services And Other Operating Expenditures	Supplemental Fund	1,000

Planned Improvements in Student Performance

Science, School Goal 3, District LCAP Goal 1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Science
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
Implementation of Science Curriculum Classroom teachers will continue to improve on the delivery of the state adopted curriculum and implementation of all support materials including: software, resource materials, and ELD materials.
Data Used to Form this Goal:
CST Science
Findings from the Analysis of this Data:
Students will continue to achieve at a high level through the academic program in Science.
How the School will Evaluate the Progress of this Goal:
Formal and Informal assessments given by the teachers throughout the school year. Report Cards

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support student cross curricular learning through the meaningful integration of Science, ELA, and Social Studies. Purchase supplemental materials in science for assessment, enrichment, differentiated instruction, Project Based Learning, and curriculum integration.	8/20/2015-12/31/2016	Principal, Teachers	resources, supplies, materials	4000-4999: Books And Supplies	General Fund	200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students, parents, and community will be provided opportunities to participate in Science related projects and activities such as, but not limited to Family Science Night, assemblies, Outdoor Science School.	8/20/2015-12/31/2016	Principal, Teachers, Parents, Support Staff				

Planned Improvements in Student Performance

English Language Development, School Goal 4, District LCAP Goal 1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Development
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
All Cedar Grove students will perform at the proficient or advanced levels on the CELDT, until reaching the level of reclassification as a fluent English speaker.
Data Used to Form this Goal:
CELDT Data
Findings from the Analysis of this Data:
Targeted support for our EL level 1 and 2 students is needed. Our students that score a level 3 and students who have been classified EL for more than 4 years need support with classroom content instruction.
How the School will Evaluate the Progress of this Goal:
CELDT Exam Reports Local Assessments Report Cards AR STAR ADEPT

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To purchase supplemental materials that support the development and acquisition of English to use during targeted EL instruction time. To implement a targeted EL intervention	8/20/2015-12/31/2016	Principal, ELD TOSAs and teachers	resources, supplies, materials	4000-4999: Books And Supplies	General Fund	500
			intervention support collaboration-PD	1000-1999: Certificated Personnel Salaries	Title III	7000
			instructional materials	4000-4999: Books And Supplies	Title III	500
			Professional Development	5000-5999: Services And Other Operating Expenditures	Title III	
Professional Development opportunities will be provided to all EL TOSAs, para-professionals, classroom teachers, and administrators.	8/20/2015-12/31/2016	Director of Instruction, Principal, Teachers, Department Staff				
Literacy and English language development instructional materials aligned to Common Core Literacy Standards and English Development Standards will be purchased.	8/20/2015-12/31/2016	Director of Instruction, Principal, Teachers, Department Staff				
To monitor student achievement, technology software and hardware will be purchased and/or leased (such as, School Loop with Grade Book Pro, Mobi).	8/20/2015-12/31/2016	Director of Instruction, Principal, Teachers				

Planned Improvements in Student Performance

Parental Involvement, School Goal 5 District LCAP Goal3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parental Involvement
LCAP GOAL:
LCAP Goal 3: Promote collaboration, transparency and communication with students, parents, staff and the broader community.
LCAP SCHOOL GOAL:
During the 2015-2016 School year, parents will have the opportunity to participate in one or more learning/enrichment activities with their child.
Data Used to Form this Goal:
Sign-in sheets Parent portal enrollment Surveys
Findings from the Analysis of this Data:
There is a need to provide additional workshops and learning opportunities for parents and community members.
How the School will Evaluate the Progress of this Goal:
Progress and success will be determined by consistent parent participation as measured by parent sign-in sheets, informal assessments in class, and newsletters.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parents will have the opportunity to chaperone field trips, volunteer in classrooms, participate in Family Curriculum nights, Literacy nights, Parent University, and other Family events. The newsletter and marquee provide information on events, thematic assemblies, ELL and Special Education activities, and Safety Awareness. Students will also have the opportunity to participate in Project Cornerstone, Safe and Caring Schools, Safety Patrol, Family Picnics, Fit for Learning, Cedar Grove Community Festivals, Cyber Awareness Week, College Day, Red Ribbon Week, Character Development, International Night, Family BBQ, Spirit days and the Walk-a-Thon.	8/20/15-12/31/16	Teachers, Principal, Parents, Community Members	resources, materials, supplies	4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	General Fund	500
Parents, students, and staff will have the opportunity to be involved in parent education nights that engage in activities that include all facets of learning and safety including the development of character education. Educational opportunities may include, Back to School Night, Open House, Kindergarten Orientation, Kinder Workshops, Math and Literacy nights, Curriculum Nights, Character Development, Cedar Grove Community Festivals, Family Picnics, Health and Wellness, Student Safety, and Parent Teacher Conferences, including translation support.	8/20/15-12/31/16	Teachers, Clerical, Principal, Parents	release time, planning, training, collaborative support	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	General Fund	500

Planned Improvements in Student Performance

21st Century Learning, School Goal 6, District LCAP Goal1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: 21st Century Learning / Technology
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
Use 21st Century learning tools to share information and communicate with others. (The goal is to support the purchase of technology that enables the 4 C's). All students will have access to up to date technology to support student achievement through differentiated instruction and projects specific to meeting the Common Core Standards.
Data Used to Form this Goal:
Classroom observations and students' progress with technology.
Findings from the Analysis of this Data:
School survey data Cedar Grove currently has 7 chromebook carts, 1 laptop cart, and 92 ipad minis.
How the School will Evaluate the Progress of this Goal:
Teacher observation and overall student achievement

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase additional technology (computers, ipads, hardware, software, apps.) to support instructional strategies.	8/20/2015-12/31/2016	Principal, Teachers, Support Staff, EIC	software, tech, materials	4000-4999: Books And Supplies	General Fund	500
			equipment	4000-4999: Books And Supplies	General Fund	1800
			tech, repairs/maintenance	5000-5999: Services And Other Operating Expenditures	General Fund	2000
			tech	4000-4999: Books And Supplies	General Fund	2000
			tech	4000-4999: Books And Supplies	General Fund	10000
			tech	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	Supplemental Fund	
Provide professional development and resources for teachers in current technology practices.	8/20/2015-12/31/2016	Principal, Teachers, Support Staff, EIC	planning, training, release time, collaborative support.	1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures	Supplemental Fund	1000
Release time will be available for teachers to observe innovative approaches, such as Project Based Learning, cross curricular unit design and incorporating the Common Core State Standards with the integration of technology in their curriculum.	8/20/2015-12/31/2016	Principal, Teachers, Support Staff, EIC	release time, training, collaborative support	1000-1999: Certificated Personnel Salaries	General Fund	500

Planned Improvements in Student Performance

Visual & Performing Arts, School Goal 7, District LCAP Goal 1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Visual & Performing Arts
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
Enhancement of Visual and Performing Arts Increase opportunities for the students in the Visual and Performing arts and music
Data Used to Form this Goal:
Principal and staff observations.
Findings from the Analysis of this Data:
There is a need to create additional opportunities for students to participate in Visual and Performing Arts.
How the School will Evaluate the Progress of this Goal:
Progress and success will be determined by the amount of students that participate in performances.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase items such as , but not limited to assemblies, performance equipment, art supplies, appropriate staffing to facilitate and to support Visual and Performing Arts. Provide support for events such as, Grade Level Performances, Talent Show, Taiko, Choir, Expect Respect, Young Rembrandts, Instrumental Music Program and Craft/Art Fair.	8/20/2015-12/31/2016	Principal, Teacher, Support Staff, PTA	supplies, materials, resources	4000-4999: Books And Supplies	General Fund	500
			audio equipment, tech	4000-4999: Books And Supplies	General Fund	1500
			contracted audio/visual repair/maintenance	5000-5999: Services And Other Operating Expenditures	General Fund	500
				5000-5999: Services And Other Operating Expenditures	General Fund	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchasing materials, assemblies and programs that will support this goal. Staffing to facilitate program.	8/20/2015-12/31/2016	Principal, Teacher, Support Staff, PTA	materials, supplies, resources	5000-5999: Services And Other Operating Expenditures	General Fund	500
			facilitators. leaders of VAPA	5000-5999: Services And Other Operating Expenditures	General Fund	1000

Planned Improvements in Student Performance

Health and Wellness, School Goal 8, District LCAP Goal 5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Positive School Climate and Wellness
LCAP GOAL:
LCAP Goal 5: Enhance the climate of safety and wellness throughout the district.
LCAP SCHOOL GOAL:
A positive school climate will be maintained, which is safe, caring, and healthy for all students to learn and achieve academically and socially. A learning environment fostering positive character traits and developmental assets. A "college bound" belief that creates the opportunities for students to understand the path to college and the importance of responsibility, respect, and citizenship. A belief in their academic and social journey as self-directed learners.
Student Wellness and Safety Cedar Grove students will participate in activities that assist students in developing a positive self image while encouraging physical education and making healthy choices. Fifth grade students will increase in percentage meeting the benchmark in the California Physical Fitness Test.
Data Used to Form this Goal:
Data from the Project Cornerstone Survey, behavior referrals, suspension and truancy data. California Physical Fitness Testing results from 2014-2015.
Findings from the Analysis of this Data:
During the 2014-2015 school year there was 1 in-house suspension and 2 suspensions
How the School will Evaluate the Progress of this Goal:
Measured by teacher observation and other anecdotal observations and Project Cornerstone Survey. Number of behavior referrals compared to previous years and student progress/achievement. Youth Truth Survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will be provided with character education opportunities through assemblies, field trips, spirit rallies, ABC Project Cornerstone, Expect Respect Leadership, CG Leadership, character education, and other academic and character recognition opportunities (i.e. academic rewards for outstanding achievement, perfect attendance).	8/20/2015-2/31/2016	Teachers, Principal, Support Staff, PTA, Project Cornerstone Teacher Coordinator, Parents	release time, professional development release time-collaboration	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	General Fund	500
All Cedar Grove students and staff will participate in Red Ribbon Week, Kindness week, and Cyber Awareness Week with a focus around making healthy, safe and responsible choices.	8/20/2015-12/31/2016	Teachers, Principal, Support Staff, PTA, Project Cornerstone Teacher Coordinator, Parents				
Materials to facilitate the delivery of physical education will be purchased. Grade level collaboration of attainable goals will be implemented. Release time will be given to collaborate and build to ensure school success.	8/20/2015-12/31/2016	Teachers, Principal, PTA,				
Students will be recognized for outstanding citizenship on their trimester report card. Other activities will include Project Cornerstone, Spirit Rallies, weekly announcements, and Safe and Caring School Program, and College and Career Days.	8/20/2015-12/31/2016	Teachers, Principal, Support Staff, PTA, Project Cornerstone Teacher Coordinator, Parents				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create a "College Bound" atmosphere where students have an understanding of college and career pathways. Provide assemblies, collaboration opportunities, materials, and resources. Promote character education, healthy living, and safety.	8/20/2015-12/31/2016	Teachers, Principal, Support Staff, PTA, Project Cornerstone Teacher Coordinator, Parents	release time, planning, training	1000-1999: Certificated Personnel Salaries	General Fund	1000
			classified, support staff	2000-2999: Classified Personnel Salaries		
			resources, supplies, materials	4000-4999: Books And Supplies	General Fund	600
			travel, conferences, workshops	5000-5999: Services And Other Operating Expenditures	General Fund	3000
Provide and purchase additional safety equipment, awareness, and materials to ensure school and student preparedness for natural and other disasters or emergencies to provide a safe climate.	8/20/2015-12/31/2016	All Staff	emergency/safety materials, general supplies, resources	4000-4999: Books And Supplies	General Fund	500
				2000-2999: Classified Personnel Salaries	General Fund	
Implement activities to promote healthy and safe living including nutrition, drugs, and alcohol awareness, and fitness. Purchase supplemental materials, equipment, and supplies to support a healthy lifestyle and safe campus.	8/20/2015-12/31/2016	Principal, Teachers, Staff	resources, materials, supplies release time	4000-4999: Books And Supplies	General Fund	500
			support services, resources	5000-5999: Services And Other Operating Expenditures	Supplemental Fund	1000
			release/collaboration	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries		
Provide team building activities and collaborative leadership opportunities for all staff in order to improve students' academic, social, and behavioral successes. Provide release time, incentives, rewards, resources, and materials.	8/20/2015-12/31/2016	Principal, Teachers, Support Staff	release time, planning, collaborative support	1000-1999: Certificated Personnel Salaries	General Fund	500
			classified, support staff	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	Supplemental Fund	194

Planned Improvements in Student Performance

Goal Title, School Goal #X, District LCAP #X

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Other
LCAP GOAL:
LCAP SCHOOL GOAL:
Indirect Cost District applies indirect costs to support Cedar Grove's growth targets.
Data Used to Form this Goal:
CST, local assessment data, and CELDT.
Findings from the Analysis of this Data:
Refer to data listed in previous goals.
How the School will Evaluate the Progress of this Goal:
2013-14 District Spring Assessment

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
District will provide support for instructional programs	8/20/2013-12/31/2014	District Office Personnel				
					None Specified	
					None Specified	

Planned Improvements in Student Performance

Goal Title, School Goal #X, District LCAP #X

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LCAP GOAL:
LCAP SCHOOL GOAL:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

Goal Title, School Goal #X, District LCAP #X

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LCAP GOAL:
LCAP SCHOOL GOAL:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

Goal Title, School Goal #X, District LCAP #X

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LCAP GOAL:
LCAP SCHOOL GOAL:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

Goal Title, School Goal #X, District LCAP #X

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LCAP GOAL:
LCAP SCHOOL GOAL:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

Goal Title, School Goal #X, District LCAP #X

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LCAP GOAL:
LCAP SCHOOL GOAL:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

Goal Title, School Goal #X, District LCAP #X

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LCAP GOAL:
LCAP SCHOOL GOAL:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English /Language Arts
SCHOOL GOAL #1:
For English/Language Arts, establish a baseline data after analysis of results of California Assessment of Student Performance and Progress (CAASPP) that will increase incrementally 3% until the year 2017.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Continue to provide high quality professional development on the Common Core Standards. All teachers will receive professional development at a minimum of 5 times each year on research-based instructional practices. The focus areas will be continuing to implement CCSS and how the CCSS are aligned with the new ELD standards with particular focus on how ELs can access academic content and how the ELD standards are addressed within the context of CCSS. 	<ul style="list-style-type: none"> 8/14-6/17 	Williams Deguara Stephens-Radle	Coaches	1000-1999: Certificated Personnel Salaries	Supplemental Fund	150,000
			Administrators	3000-3999: Employee Benefits	General Fund	3,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Support teachers with needed instructional materials to enhance instructional practices. 	9/14-6/17	Williams Deguara	Instructional Materials	4000-4999: Books And Supplies	Supplemental Fund	300,000
<ul style="list-style-type: none"> Provide PBL Professional Development to support students and also address the needs of ELs. 	<ul style="list-style-type: none"> 9/14- 6/17 	Williams Deguara	Project Based Learning training for sustaining these practices	None Specified 3000-3999: Employee Benefits	Supplemental Fund	185,000
<ul style="list-style-type: none"> Provide intervention for targeted students. Provide intervention for English learners and specifically for LTELs based on the need of the school. 	10/14-6/17	Williams Deguara	Student Intervention	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I Title III None Specified	143,000 135,000
<ul style="list-style-type: none"> * Provide professional development for teachers to support student learning in the area of technology and digital citizenship. 	10/14-6/17	Williams Deguara	Support for Technology	1000-1999: Certificated Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	50,000
Parents will have opportunities to participate in classes that will enable them to learn the new standards and how they can support their child's learning.	9/14-6/17	Williams	Parent Engagement		Supplemental Fund Title I	42,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Mathematics
SCHOOL GOAL #2:
For Mathematics, establish a baseline data after analysis of results of California Assessment of Student Performance and Progress (CAASPP) that will increase incrementally 3% until the year 2017.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to provide high quality professional development on the Common Core Standards. All teachers will receive professional development at a minimum of 5 times each year on research-based instructional practices. The focus areas will be continuing to implement CCSS and how the CCSS are aligned with the new ELD standards with particular focus on how ELs can access academic content and how the ELD standards are addressed within the context of CCSS.	8/14-8/17	Williams Deguara	Coaching	1000-1999: Certificated Personnel Salaries	Supplemental Fund	150,000
				3000-3999: Employee Benefits	Title II Teacher Quality and Lottery	3,500
Support teachers with needed instructional materials in order to enhance instructional practices.	6/17 11/14-	Williams Deguara Principals	Instructional Materials	4000-4999: Books And Supplies	Supplemental Fund	300,000
Provide PBL Professional Development to support students and also address the needs of ELs.	1/14-6/17	Williams Deguara	Project Based Learning	1000-1999: Certificated Personnel Salaries		185,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide intervention for targeted students. <ul style="list-style-type: none"> Targeted ELs and LTELS 	10/14-6/17	Williams Deguara Principals	Intervention	1000-1999: Certificated Personnel Salaries	Title I	143,000
				2000-2999: Classified Personnel Salaries	Title III General Fund	135,000
* Provide professional development for teachers to support student learning in the area of technology and digital citizenship.	11/13-6/17	Williams Deguara Stephens-Radle Principals Abed	Enhancing Instruction With Technology		Title II Teacher Quality Supplemental Fund Title II Teacher Quality	63,500 50,000
Parents will have opportunities to participate in classes that will enable them to learn the new standards and show them how they can support their child's learning.	9/14-6/17	Williams	Parent Support and Enagement		Supplemental Fund None Specified	42,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Language Proficiency
SCHOOL GOAL #3:
By June, 2017, the percentage of ELs attaining proficiency in Reading/Language Arts will increase as indicated by a CELDT, AR Star, and CAASPP.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Assistants will work collaboratively with their site teachers to support language learners in learning English and accessing content and academic vocabulary by pushing into the classroom to assist targeted students.	11/14- 6/17	Williams Deguara Principals	Instructional Assistants collaborate with teachers to support targeted students. Instructional assistants are pushing into the classroom	2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries	Supplemental Fund General Fund	312,539
<ul style="list-style-type: none"> Targeted students will be involved in specific intervention strategies and/or programs. (PI schools) Targeted Intervention for ELs and LTELs(all schools) 	10-14- 6/17	Williams Deguara Principals	Intervention/SES Specified Tutorial Programs	1000-1999: Certificated Personnel Salaries	Title I Title III	286,000 135,000
All teachers will have opportunities to receive professional development during the year to help support their implementation of common core standards aligned with EL standards. Coaches will be trained on the ELA/ELD Framework as a support for teachers, instructional assistants and administrators.	10/14-6/17	Williams Deguara EL TOSA/Rodriguez Principals	Professional Development		Supplemental Fund General Fund	150,000
Teachers will continue to provide quality differentiated EL instruction for students within the school day. This will include dedicated ELD and Integrated ELD.	8/13-6/17	Williams Deguara Principals Teachers	Differentiated Instruction Within the school day	1000-1999: Certificated Personnel Salaries	Supplemental Fund None Specified	1,118,955

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parents will have opportunities to participate in classes that will enable them to learn the new standards and how they can support their child's learning.	10/14- 6/17	Williams Choy Principals	Parent University Site parent Activities/Nights			42,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Fund	40,000.00
Supplemental Fund	45,384.00
Title III	7,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	51,694.00
2000-2999: Classified Personnel Salaries	400.00
4000-4999: Books And Supplies	26,790.00
5000-5999: Services And Other Operating Expenditures	14,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	General Fund	7,500.00
2000-2999: Classified Personnel Salaries	General Fund	400.00
4000-4999: Books And Supplies	General Fund	21,100.00
5000-5999: Services And Other Operating	General Fund	11,000.00
1000-1999: Certificated Personnel Salaries	Supplemental Fund	37,194.00
4000-4999: Books And Supplies	Supplemental Fund	5,190.00
5000-5999: Services And Other Operating	Supplemental Fund	3,000.00
1000-1999: Certificated Personnel Salaries	Title III	7,000.00
4000-4999: Books And Supplies	Title III	500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	33,900.00
Goal 2	19,190.00
Goal 3	200.00
Goal 4	8,000.00
Goal 5	1,000.00
Goal 6	17,800.00
Goal 7	5,000.00
Goal 8	7,794.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Lea Peery	X				
Kim Armendariz			X		
Leslie Pickering		X			
Kham Carr		X			
Tim Tanner		X			
Stephanie Fortuna				X	
Neil Tantungco				X	
Nancy VanRoekel				X	
Chanice Mason				X	
Tinna Walters				X	
Numbers of members of each category:	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 11/9/2015.

Attested:

Lea Peery

Typed Name of School Principal

Signature of School Principal

Date

Kham Carr

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Supplemental Site Budget (1590)

2015-16

School: Cedar Grove

Principal: Lea Peery

SUPPLEMENTAL (1590)

	FND-RESC-Y-	OBJECT	SO-GOAL-FUNC
Summer/Hourly Teacher	010-0000-0	1120	00-1590-1000
Substitute Teachers	010-0000-0	1150	00-1590-1000
Consultant/District Employee	010-0000-0	1910	00-1590-2110
Project Specialist	010-0000-0	1940	00-1590-2110
Other Consult/Resource Teacher/Not in Classrm.	010-0000-0	1950	00-1590-2110
Instructional Aides	010-0000-0	2110	00-1590-1000
Non-Reg. Main./Oper.Staff	010-0000-0	2224	00-1590-8200
Regular Clerical	010-0000-0	2410	00-1590-2110
Clerical Assistant	010-0000-0	2430	00-1590-2110
Sub Clerical	010-0000-0	2460	00-1590-2110
Noon Duty & Health Aide	010-0000-0	2910	00-1590-1000
Consultant Employee	010-0000-0	2920	00-1590-1000
Benefits	010-0000-0	3000	00-1590-XXXX
Instructional Supplies	010-0000-0	4310	00-1590-1000
Computer Software	010-0000-0	4312	00-1590-1000
General Supplies	010-0000-0	4351	00-1590-1000
Periodicals & Publications	010-0000-0	4360	00-1590-1000
Equipment Non-Depreciated (Valued at \$500 -\$4,999)	010-0000-0	4400	00-1590-1000
Computer Equipment (Valued at \$500-\$4,999)	010-0000-0	4401	00-1590-1000
Travel/Conference	010-0000-0	5210	00-1590-1000
Conference Registration Fees	010-0000-0	5220	00-1590-1000
Mileage Reimbursement	010-0000-0	5299	00-1590-1000
Dues and Membership	010-0000-0	5310	00-1590-1000
Contracted Maintenance Repair	010-0000-0	5610	00-1590-1000
Contracted Computer Repair	010-0000-0	5611	00-1590-1000
Field Trips (District Buses)	010-0000-0	5720	00-1590-1000
Consultant/Contractors	010-0000-0	5815	00-1590-1000
Other Services (Field Trips/Entrance Fees)	010-0000-0	5840	00-1590-1000
Field Trip (Outside Buses)	010-0000-0	5841	00-1590-1000

TOTAL SUPPLEMENTAL BUDGET (1590)

**General Site Budget
2015-16**

School: Cedar Grove

Principal: Lea Peery

CLASSROOM	FND-RESC-Y-	OBJECT	SO-GOAL-FUNC	AMOUNT
Hourly Teacher	010-0000-0	1120	00-1170-1000	\$5,882.00
Substitute Teachers	010-0000-0	1150	00-1170-1000	\$4,000.00
Consultant/District Employees (Non-Instruc.)	010-0000-0	1910	00-1170-2110	
Project Specialist	010-0000-0	1940	00-1170-2110	
Instructional Aides	010-0000-0	2110	00-1170-1000	
Reg. Maintenance Operations	010-0000-0	2210	00-1170-8110	
Regular Clerical	010-0000-0	2410	00-1170-2110	
Office Aides	010-0000-0	2430	00-1170-2110	
Benefits	010-0000-0	3000	00-1170-1000	
Instructional Supplies	010-0000-0	4310	00-1170-1000	\$18,346.84
Computer Software	010-0000-0	4312	00-1170-1000	\$1,000.00
General Supplies	010-0000-0	4351	00-1170-1000	
Periodicals & Publications	010-0000-0	4360	00-1170-1000	
Parts/Supplies M.O.T.	010-0000-0	4365	00-1170-1000	
Equipment Non-Depreciated (Valued at \$500 -\$4,999)	010-0000-0	4400	00-1170-1000	
Computer Equipment (Valued at \$500-\$4,999)	010-0000-0	4401	00-1170-1000	\$10,000.00
Travel/Conference	010-0000-0	5210	00-1170-1000	\$3,000.00
Conference Registration Fees	010-0000-0	5220	00-1170-1000	
Mileage Reimbursement	010-0000-0	5299	00-1170-1000	
Contracted Maintenance Repair	010-0000-0	5610	00-1170-1000	
Contracted Computer Repairs	010-0000-0	5611	00-1170-1000	\$1,000.00
Copier Maintenance	010-0000-0	5615	00-1170-1000	
Field Trips (District Buses)	010-0000-0	5720	00-1170-1000	
Consultant/Contractors	010-0000-0	5815	00-1170-1000	
Other Services (Field Trips/Entrance Fees)	010-0000-0	5840	00-1170-1000	
Field Trips (Outside Buses)	010-0000-0	5841	00-1170-1000	
CLASSROOM TOTAL				\$43,228.84
AUDIO VISUAL (9451)				
General Supplies	010-0000-0	4351	00-9451-2420	\$1,000.00
Contracted Maintenance Repair	010-0000-0	5610	00-9451-2420	
AUDIO VISUAL TOTAL				\$1,000.00
NON CLASSROOM EXPENSES (9485)	(OFFICE SUPPLIES)			
General Supplies	010-0000-0	4351	00-9485-2700	\$1,000.00
Equipment Non-Depreciated (Valued at \$500 -\$4,999)	010-0000-0	4400	00-9485-2700	\$1,000.00
Computer Equipment (Valued at \$500-\$4,999)	010-0000-0	4401	00-9485-2700	\$500.00
Telephone Lines	010-0000-0	5930	00-9485-2700	
NON CLASSROOM TOTAL				\$2,500.00
CUSTODIAL (9855)				
Parts and Supplies M.O.T.	010-0000-0	4365	00-9855-8200	
Contracted Maintenance Repair	010-0000-0	5610	00-9855-8200	\$5,852.08
CUSTODIAL TOTAL				\$5,852.08
COPIER MAINTENANCE (1175)				
Copier Maintenance	010-0000-0	5615	00-1175-1000	\$7,207.08
COPIER MAINTENANCE TOTAL				\$7,207.08
TOTAL GENERAL SITE BUDGET				\$59,788.00

Cedar Grove Elementary School

2015-2016 Parent Involvement Policy

The School wide Program at Cedar Grove shall involve parents, community and staff in collaborative activities that assist parents in acquiring a clear understanding of Cedar Grove's academic expectations, provide opportunities for parents to sharpen their skills in assisting their child to achieve academic success, and involve parents in pertinent decisions crucial to their child's academic and social emotional growth and development. Parents will be encouraged to be empowered decision-makers.

1. By December of each school year, parents informational meeting will be held to explain the school wide program, it's objective and student support strategies.
2. The parents of the participating students will elect a parent representative to the District Advisory Committee (DAC). All DAC representatives will receive written notification regarding the time and location of the meetings.
3. The Cedar Grove School Site Council will review the School Plan in the spring and provide input on the program needs and assessment data.
4. There will be parent workshops that will enable parents to help their children in the learning process. Workshops will include core curricular subjects, such as literacy, math and science. Other conferences will address parent/teacher conferences, report cards, testing, authentic assessment, the parent school contract, and other requested topics.
5. Notices and newsletters will be offered in English, Spanish and Vietnamese whenever possible. All workshops will offer translation into Spanish and Vietnamese, as needed. Additional languages will be accommodated as needed.
6. An ongoing process assessing student progress during the school year and communicating with parents will occur through parent conferences, letters and year-end assessment reports.
7. Cedar Grove's English Learners Advisory Committee (ELAC) will be formed with the majority of its parent representatives elected by parents of participating students in the ELD program. This committee will continue to involve parents with ongoing planning and evaluation opportunities for the EL students. New

Cedar Grove Elementary School

2015-2016 Parent Involvement Policy

- members will be recruited and trained regularly to help in the decision-making process. The committee will meet four times annually.
8. ELAC members will elect parent representative to District English Learners Advisory Committee (DELAC.) All DELAC parent representatives will receive written notification regarding the time and location of the DELAC meetings.
 9. Parents will continue to be a major part of the decision-making process during the monthly Student Study Team meetings. Parents will be requested to attend and provide input regarding their child's progress and will help in planning strategies and activities to assure their child's success in school.
 10. An annual needs assessment will be conducted in May of each year that includes feedback from staff, parents, and students about the effectiveness of the academic program.

2015-2016
Cedar Grove Elementary School
Monitoring and Compliance Calendar

Description	Date	Procedures & Comments
ACCESS TO CORE CURRICULUM/MODIFICATION		
Monitoring	Monthly	Grade level planning meetings
Discussions	Weekly	Staff meeting (at least once a month)
COMMUNICATION WITH SPECIALISTS		
List of students in programs to teachers	September	List given in Sept, Jan, March (at each trimester)
	January	Review updates
	March	Review updates
	September	SST Coaches Planning Meeting
	September	SST process training for teachers
Scheduled communication (specialist/teacher)	October	Specialist progress report to teacher
		Ongoing communication between SST Coach and teachers
Scheduled communication (specialist/specialist)	ongoing	Weekly discussion at end of SST Meetings with written specifics
	ongoing	Coordination meeting notes
UNIFORM COMPLAINT POLICY		
Student Orientation	September	Parents and students signed orientation packet when they registered. Throughout the year new students and parents read and sign at the time of registration.
Expectations Assembly	August	Policy is reviewed at assembly twice a year
	January	
Staff Training	August	Staff was given written notification
Written Notification	September	Parent and student signed orientation packet when they registered.
NONDISCRIMINATION POLICY		
Student Orientation	August	Parent and student signed orientation packet when they registered
Written Notification	August	Parent and students signed orientation packet when they registered

2015-2016
Cedar Grove Elementary School
Monitoring and Compliance Calendar

Staff Training	September	Staff was given written notification
Expectations Assembly	August	Policy is reviewed at assembly twice a year
	January	
SEXUAL HARASSMENT POLICY		
Staff training and notification	August	Staff was given written notification
Student Notification	September	Parents and students receive with orientation packet which they acknowledge with a signature receipt
Expectations Assembly	August	Policy is reviewed at assembly twice a year
	January	
SAFE SCHOOL ACTIVITIES		
Character education/conflict resolution	Ongoing	Expect Respect/ABC Reader
Red Ribbon week	October	Expect Respect Leadership
Cornerstone	October	Expect Respect Training
	January	
DISTRICT PARENT INVOLVEMENT POLICY		
Site parent involvement activities	August	Back to School Night
(Other than PTA)		
(Other than PTA)		
	Jan./Feb.	Family Curricular Night
	Feb./Mar.	Family Curricular Night
	April/ May	Family Curricular Night
Review Home-School Compacts	November	Conferences
ADVISORY COMMITTEES MEMBERSHIP SELECTION		
ELAC	October	Election of Committee members
DELAC Rep	October	ELAC Meeting
ELAC/DELAC Training	October	
ELAC Meeting	October January February	

2015-2016
Cedar Grove Elementary School
Monitoring and Compliance Calendar

	March	
School Site Council	September	Election Of Committee members
SSC Training	September	
SSC Meetings	October	SSC Meeting
	October	SSC Meeting
	November	SSC Meeting
	February	SSC Meeting
	April	SSC Meeting
	May	SSC Meeting(tentative)
Review By Law	October	
ELAC		ELAC Meeting
DSLTL (District School Liason team)	September February April May	
SINGLE SCHOOL PLAN		
Review needs, analyze data, develop goals/ objectives/activities,	October	
Adjust budget	May	School Plan revision (Faculty, SSC)
ELL PROGRAM		
Review EL Master Plan with parents	October	
Administer CELDT for new students within 30 days of enrollment	Ongoing	
Keep records of EL students	Ongoing	Review data
Allow grade levels to discuss EL data/progress	Monthly	Teacher discussion
Share Categorical Newsletter	Monthly	

2015-2016
Cedar Grove Elementary School
Monitoring and Compliance Calendar

Completed
ongoing
ongoing
Yes
Yes
Yes
Yes
ongoing
ongoing
ongoing
Yes
Yes
Yes
Yes
Yes
Yes

2015-2016
Cedar Grove Elementary School
Monitoring and Compliance Calendar

Yes
Yes
Yes
Yes
Yes
ongoing
Yes
Yes
Yes
Yes
Yes
Yes
Yes
Yes

2015-2016
Cedar Grove Elementary School
Monitoring and Compliance Calendar

Yes
Yes
Yes Yes Yes
Yes
Yes
Yes
Yes
Yes
Yes
Yes
ongoing
ongoing

Evergreen School District

Cedar Grove Elementary School Comprehensive School Safety Plan

Effective Dates: 2015-2016

Principal/Administrator: Lea Peery

Plan Developed By	Title
Lea Peery	Principal
Kim Armendariz	Classified
David Lovato	Parent
Paula Veloria	Parent
Neil Tantingco	Parent
Raheela Ali	Parent
Charles Ward	Parent
Tim Tanner	Teacher
Kham Carr	Teacher
Dana Ancheta	Teacher

Public Meeting Date: 3/3/15

Date Adopted by School Site Council: 3/3/15

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Committee Members

Name of Members	Principal	Classified Employee	Teacher Re. of Cert. Employees	Parent or Community Member	Law Enforcement	Secondary Students	Other
Lea Peery	X						
Kim Armendariz		X					
David Lovato				X			
Paula Veloria				X			
Neil Tangingco				X			
Raheela Ali				X			
Charles Ward				X			
Tim Tanner			X				
Kham Carr			X				
Dana Ancheta			X				
Officer Joseph Perez					X		

Vision/Mission Statement

Cedar Grove is a place where children feel valued within a safe and nurturing environment and will achieve to the best of their ability. Our students are given opportunities to make positive choices and take responsibilities that enable them to become contributing members of our community.

Data Analysis

Data Source	2013-2014	2014-15	2015-16
California Health Kids Survey		X	
Suspensions	X	X	
Expulsions	X	X	
Local Crime data	X	X	
Other Community data			
UMIRS/Other			

Conclusions from Data:

2014-2015- 1 suspension

2013-2014- 1 suspension, 1 in-house suspension

2012-2013- Suspensions are related to violence and safety

Conclusions from Parent, Teacher and Student Input:

As a result of survey of staff and parent concerns, there is a need to identify visitors to campus to ensure the safety of the students at Cedar Grove. During the student interviews, students expressed a need for more structured activities during recess and lunch.

Other:

List Data Sources Reviewed and How the Data Determined the Goals: surveys, focus groups, discipline, and attendance.

Interview with School Site Council

Interview with Staff

Interview with Students

Discipline records

California Healthy Kids survey

As a result of reviewing this data, it was determined that the two main areas of focus should be in creating a system for monitoring adults on campus and empowering students to make responsible and respectful decisions in character development and citizenship.

Areas of Pride and Strength (include school programs and practices that promote a positive learning environment).

Spirit Rallies

School Safety Patrol

Noon Supervisors added to morning campus security

Administrative visibility on campus

Tier Discipline Model

Expect Respect Leaders/ABC Project Cornerstone Readers/ Assemblies

Recess Tournaments

Taiko Drum program

Talent Show

College Bound Community

Student Council

21st Century Skills (communication, collaboration, critical thinking, and creativity)

Areas we wish to Change:

- I. Social Emotional- Continue empowering students in Character Development and making responsible and respectful decisions.
- II. Campus Security- Identify visitors to campus to ensure student safety. Arrival and dismissal procedures.
- III. Provide additional play equipment for the students to encourage structured play.

Goals Strategies and Activities

Component I – People and Programs

Goal
Based on the analysis of student discipline records, it was determined that there is a need to empower all students at Cedar Grove to make responsible and respectful decisions, through character development.

Measurable Objective:
By June 1, 2016 there will be a decrease in documented conflicts between students as determined by an analysis of discipline records in Power School. There will be a measurable decrease from June 2015 to June 2016 in students surveyed that will report having conflict issues.

Action Steps:

1.0 Maintain Tiered discipline model 1.1 Establish reflective conflict management strategies to encourage self management 1.2 A school wide approach to conflict management and character development 1.3 Create and commit to a school wide citizenship pledge (Cougar Compact)
2.0 Create a college bound culture to encourage responsibility and purpose 2.1 Schedule Spirit Assemblies to promote character development, college and career readiness and focus on school culture 2.2 Staff continues to support character development and college bound culture 2.2 Begin Morning Meetings to improve school culture
3.0 Utilize tools from Project Cornerstone 3.1 Train fifth and sixth grade leaders with Expect Respect Training 3.3 Create student designed anti-bullying assemblies 3.4 Complete asset survey

- | | |
|-----------------------------------|--|
| Who will take the lead? | <ul style="list-style-type: none">• Principal• Leadership Teams• Support staff |
| Completion Date and Budget | <ul style="list-style-type: none">• Training/Workshops• June 2016• Estimated Cost \$1500 |
| Resources Needed | <ul style="list-style-type: none">• Professional Development |
| How we will Monitor and evaluate? | <ul style="list-style-type: none">• Students survey data• Implementation rubric |

Component II – Place

Goal
Create and maintain a secure campus and decrease the number of unauthorized visitors. Establish clear communication between staff, parents, and community.

Measurable Objective:
By June 2016, 100% of staff will understand and maintain systems and protocols to manage trespassers and unauthorized visitors.

Action Steps:

1.0 Create a campus visitor policy 1.1 Post visitor policies and add signs to encourage visitors to enter the campus through the office. 1.2 Visitors will sign in at the office for a visitor badge 1.3 Establish protocols for confronting visitors 1.4 Maintain the Parent Waiting Area 1.5 Communicate policies through newsletters, website, and parent meetings 1.6 Explore structural upgrades to direct visitors through the front office. Secure a closed campus.
2.0 Establish and practice systems in the event of an intruder or unauthorized visitor 2.1 Regularly practice safety drills 2.3 Create safety/communication protocols with the office 2.3 Train all staff on safety protocols
3.0 Establish communication networks 3.1 Secure all windows with window coverings

Who will take the lead?

- Principal
- Faculty
- Office Staff
- Support Staff

Completion Date and Budget

- June 2016
- Estimated cost is \$3,000.00

Resources Needed

- Signs
- Security Gates
- Visitor Badges
- Radios (walkie talkie)

How we will Monitor and evaluate?

- Visitor's Log
- Monitor Parent Waiting Area
- Train and monitor school safety protocols

Communication

<p>Method for Communicating Plan and Notifying Public: <i>Ed Code 32288</i></p>	<p>Date of Public Meeting: 3/3/15 Site of Public Meeting: Cedar Grove Cafe</p> <p>The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> • Local Mayor • Representative of the local school employee organization • A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs • A representative of each teacher organization at the school site • A representative of the student body government <p>All persons who have indicated they want to be notified</p> <p>The School site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> • A representative of the local churches • Local civic leaders • Local business organizations <p>In order to ensure compliance with this article, each School District or County Office of Education shall annually notify the State Department of Education by October 15 of any schools that have not complied with Ed Code 32281</p>
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	Name	Date
Review of Progress for Last Year	Lea Peery	3/3/2015
Law Enforcement Review	Joseph Perez	3/3/2015
Site Council Approval	Paula Veloria	3/3/2015
School Board Approval		

Evaluation

How was the previous plan monitored?

The principal and the School Site Council will monitor the progress of the plan (sign-ins, agendas, and calendar).

What progress was made on Component 1 (People and Programs)?

- A tiered discipline approach has been implemented and students are beginning the reflective process
- A Cougar Pledge/Compact has been drafted and introduced to the students and staff
- A college bound culture has been introduced and adopted by all classrooms

What progress was made on Component 2? (Place / Physical Environment)

- Systems for securing the campus to unauthorized visitors has been created and managed by custodial staff, teachers, and supervisors
- Some protocols for confronting visitors have been introduced
- Discussions and plans regarding security upgrades have begun with facilities director and Superintendent.

ANNUAL REPORT ON THE STATUS OF THE PLAN (See Attached SARC)