

The Single Plan for Student Achievement

School: Chaboya Middle School
CDS Code: 43-69435-6110159
District: Evergreen Elementary School District
Principal: Derrick Watkins
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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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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Chaboya Middle School's Vision and Mission Statements

Vision Statement:

Chaboya Middle School provides a welcoming community environment that promotes safety, wellness, and 21st Century learning. In a partnership with our parents and community, we value diversity, integrity, and academic excellence, as we prepare our students for life beyond the classroom.

Mission Statement:

Chaboya Middle School staff and community continually strive to provide greater student success. To ensure this success for our diverse student population, Chaboya is dedicated to:

- * Having high expectations of every student
- * Utilizing our virtual technology lab in order to prepare students for the Smarter Balance Assessment
- * Continuously aligning our curriculum to the California Content and Performance Standards
- * Implementing the new Common Core State Standards
- * Utilizing student assessment as a means to improve instruction and student achievement
- * Planning for an integrated program through a systematic improvement process
- * Implementing differentiated instructional strategies and techniques in every classroom
- * Preparing students for technological changes
- * Offering students a safe, nurturing, and innovative environment in which to excel
- * Continuing to maintain a communicative community amongst parents, students, teachers, and administration

School Profile

Chaboya Middle School's is located in the rolling hills of Evergreen Valley just north of historic Montgomery Hill. Built in the location of San Jose's first Specific Plan Community, the neighborhood around us is ever growing. During the 2015-2016 school year, the school will serve 1,141 students, 590 seventh graders, and 551 eighth graders. Chaboya is a four-time recipient of the prestigious California Distinguished School Designation. The students, staff and parents of Chaboya Middle School are continuously striving to expand Chaboya Middle School's reputation as an effective and vital educational institution, which provides students with programs that allow them to be the best they can be. Chaboya provides a multitude of extracurricular activities, including after school sports and a variety of clubs.

It is the goal of Chaboya Middle School to provide a rigorous and balanced standards-based curriculum through a structured environment, which meets the needs of our students in transition and reflects and celebrates the diversity of our community. Within a safe and caring environment all students are expected and encouraged to work to their greatest potential in achieving academic success, becoming physically fit, acquiring appropriate social skills, developing self-reliance, and gaining self confidence in order to be better prepared for high school and to demonstrate competency on the California High School Exit Exam. The responsibility for the development of educated, well adjusted, and responsible young adults is shared by all stakeholders: administrators, teachers, parents, and students.

Chaboya Middle 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 students come first.

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 2012/2013 school year, the School Site Council discussed different ideas to improve the Comprehensive School Safety Plan at Chaboya. 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 2013 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 2014.

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 Chaboya 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 differentiated groups and to drive reading instruction. Teachers continuously administer Accelerated Reader tests, which provide an independent reading level for each child. In addition, each grade level has their own assessment pieces they complete at their grade level.

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

Chaboya 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. Chaboya students are also given beginning and end of the year assessments 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, department meetings, cross-curricular team meetings, grade-level meetings and articulation committees. 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.

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 to demonstrate academic growth of all learners.

Each department reflects on the previous year's test scores to help create new standard based goals. The administration helps 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 is 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 training will help the school reach its vision
- Having a shared vision of expectations and implementation
- Plan and schedule training in advance
- Follow-through/accountability with implementation
- Incentives for staff that commit to on-going, long-term professional development
- Make sure all staff are involved in appropriate professional development

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 teachers who are up for evaluation. During this meeting, the teacher and the principal or assistant principal sit down to discuss professional goals as well as the student performance data. It is our belief that data drives our instruction, therefore, in addition to established professional development goals; the establishment of goals and objectives to meet the needs of the underachieving students are also created. The monitoring of those goals is evaluated formally eight 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 Regular Education students are enrolled in core Language Arts classes. English Learners 1-2 are scheduled into their own Language Arts class. Their schedule helps to support the reading/writing needs of English Language Learners. During the school year, teachers and specialists participate in training to assist struggling students using a variety of interventions supported by the School Improvement Plan or District Support such as Twilight professional development, EPF/ ELL lead teacher meetings, and Courageous Conversations. Teacher facilitators bring their training back to the staff. Teachers implement the strategies to ensure that all students achieve state standards and benchmarks. In the area of mathematics a group of teacher leaders received specialized training in the Mathematics series and California Mathematics standards, including CPM (College Preparatory Math). Other cross-curricular training is provided in the area of Common Core State Standards and strategies. Since most classes are heterogeneously based, most teachers experience some low student performance in their classrooms. Steps taken last year have reduced the number of students experiencing low performance, but there is still a percentage of students not yet proficient in all academic areas. Additionally, teachers meet at least once a month in department and team meetings to share expertise and to analyze student assessments and plan interventions.

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 Chaboya, department level and cross-curricular level collaboration occurs at least twice monthly. During the first collaboration weeks of the school year, teachers work together to identify department 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. This is part of the professional learning community established at Chaboya. Because of the instilled belief that we work together, teachers at Chaboya 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 Chaboya Middle School are aligned to content and performance standards. All teachers at Chaboya 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.

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
- Pacing Guides
- Classroom assessments
- School wide assessments

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

Pacing schedules have been developed in Math and Reading/Language Arts and curricular assessments allow us to monitor student progress toward proficiency. For students who are not making appropriate progress, intervention is prescribed. 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 has incorporated a study skills course titled "Thrive" in lieu of an elective for students who are at-risk of retention.

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. Evergreen 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.

Evergreen 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 Base Learning and SEAL Pogram (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 Evergreen 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 Chaboya 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. Chaboya Middle School is dedicated to having high expectations for every student. We provide after school enrichment classes such as Chess Club, Math Olympiad, and 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 sponsors 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 rules 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. Instruction 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 Evergreen Elementary School District 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.
- Evergreen's School psychologist works directly with students and families most at risk of not achieving academic proficiency.
- Evergreen Elementary posts weekly newsletters on the school's website to inform parents of current events.

Parent University

SEAL

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). Chaboya 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

The primary barrier related to Chaboya's goals is time. With the adoption of Common Core State Standards, and Next Generation Science Standards, students, training staff and teachers are adjusting pedagogical practice within a short window of time posing a challenge for both staff, students, and the community.

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 7	557	553	99.3	553	2616.9	41	40	13	7
Grade 8	570	567	99.5	567	2642.3	41	43	11	5
All Grades	1127	1120	99.4	1120		41	41	12	6

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 7	43	46	11	61	31	8	31	62	7	47	47	6
Grade 8	50	39	11	69	26	5	30	64	7	49	45	6
All Grades	47	42	11	65	28	6	30	63	7	48	46	6

Conclusions based on this data:

- Based on the comprehensive CAASP results in the curriculum area of Language Arts 81% of Chaboya 7th graders either "Met or Exceeded Standards," while 84% of Chaboya 8th graders "Met or Exceeded Standards."
- Based on the CAASP results in the specific Language Arts area of writing 92% of Chaboya 7th graders either "Met or Exceeded Standards," while 95% of Chaboya 8th graders "Met or Exceeded Standards." In the area of listening 93% of Chaboya 7th graders either "Met or Exceeded Standards," while 94% of Chaboya 8th graders "Met or Exceeded Standards." In the area of research and inquiry 94% of both 7th and 8th grade Chaboya students "Met or Exceeded Standards."
- Based on the CAASP results in the specific Language Arts area of reading 89% of both 7th and 8th grade Chaboya students "Met or Exceeded Standards," however 11% of students scored "Below Standard" making this our greatest opportunity for growth.

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 7	557	554	99.5	554	2639.7	56	23	13	7
Grade 8	570	567	99.5	567	2663.1	61	21	10	8
All Grades	1127	1121	99.5	1121		59	22	11	8

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 7	69	21	11	55	34	11	57	39	4
Grade 8	70	20	9	55	36	9	57	37	6
All Grades	69	21	10	55	35	10	57	38	5

Conclusions based on this data:

1. Based on the comprehensive CAASP results in the curriculum area of Mathematics 79% of Chaboya 7th graders either "Met or Exceeded Standards," while 82% of Chaboya 8th graders "Met or Exceeded Standards."
2. Based on the CAASP results in the specific Mathematics area of "Concepts and Procedures and Problem Solving and Modeling/Data Analysis" 90% of both 7th and 8th grade Chaboya students "Met or Exceeded Standards." In the specific Mathematics area of "Problem Solving and Modeling/Data Analysis" 89% of Chaboya 7th graders either "Met or Exceeded Standards," while 91% of Chaboya 8th graders "Met or Exceeded Standards." In the specific Mathematics area of "Communicating Reasoning" 96% of Chaboya 7th graders either "Met or Exceeded Standards," while 94% of Chaboya 8th graders "Met or Exceeded Standards."
3. We have two content areas in Mathematics "Procedures and Modeling/Data Analysis" with 10% of students scoring "Below Standard" which is our greatest opportunity for growth.

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
	#	%	#	%	#	%	#	%	#	%	#
7	9	26	10	29	5	15	5	15	5	15	34
8	8	29	10	36	6	21	1	4	3	11	28
Total	17	27	20	32	11	18	6	10	8	13	62

Conclusions based on this data:

1. Regarding Chaboya's seventh grader English learners 55% scored in the Early Advanced or higher range, while 15% scored in the intermediate range and early intermediate range, and 15% scored in the beginning range.
2. Regarding Chaboya's eighth grade English learners, 65% scored in the Early Advanced or higher range, 21% scored in the intermediate range, 4% in the early intermediate range and 11% in the beginning range.
3. Collectively, 59% of Chaboya's English learners scored in the Early Advanced or higher range, 18% scored in the intermediate range, and 10% in the early intermediate range, and 13% in the beginning range. Goals will be made to support the progress of our EL learners.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	40	47	62
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	40	47	62
Number Met	28	35	45
Percent Met	70.0%	74.5%	72.6%
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	14	28	18	32	18	46
Number Met	--	--	--	21	--	27
Percent Met	--	--	--	65.6%	--	58.7%
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	*	*	--	Yes	--	Yes

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	Yes		--
Mathematics			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	Yes		--

Conclusions based on this data:

1. Chaboya's EL population met their AMAO 3 percentage goals for proficient or above scores in English Language Arts in 2012-2013.
2. Chaboya's EL population met their AMAO 3 percentage goals for proficient or above scores in Mathematics in 2012-2013.
3. Chaboya's EL population met their AMAO 1 percentage goals for proficient or above scores in 2014-2015. Chaboya's EL population met their AMAO 2 percentage goals for proficient or above scores for EL learners with 5+ years of EL instruction in 2014-2015. Chaboya did not meet AMAO 2 goals for EL students with less than 5 years of EL instruction in 2014-2015.

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 have not made AMAO 1...and we are literally .2% below the target.
2. We still have been able to meet the target for less than 5 years cohort.
3. Our >5 %cohort did have a 4.4% increase eventhough the target was not met.

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
7	17.2	26	40.5

Grade Level	2012-13 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	15.5	32.6	39.3

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	17.0	26.3	42.1

Planned Improvements in Student Performance

History/Social Studies, School Goal #1, District LCAP #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: History/Social Studies
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:
History/Social Studies Instructional staff is continuing to transition instruction goals, and student learning goals to include the Common Core standards and strategies. The history/social studies department is using DBQ (Document Based Questions) materials to integrate reading and writing skills. Students are expected to be able to answer higher level Depth Of Knowledge questions through the analysis of primary and secondary documents and resources, while citing evidence to support their answers.
Data Used to Form this Goal:
We will use the first History/Social Studies Smarter Balance Assessment as a starting data point to develop future goals. We will be creating a pre and post writing benchmark (to be implemented for the 2016-2017 school year) to determine how well 7th and 8th grade students are able to cite evidence using primary and secondary resources.
Findings from the Analysis of this Data:
Chaboya's eighth grade population scored 82% proficient or above on the 2013 History CST. Chaboya students have maintained 82% proficiency or above since 2011. Future data findings will show student growth in the area of writing and citing evidence as it relates to the analysis of primary and secondary historical resources.
How the School will Evaluate the Progress of this Goal:
At staff, department and grade level meetings, teachers and administrators will analyze the baseline Smarter Balance results for History/Social Science. After our analysis, we will target the areas of need by differentiating our curriculum, purchasing resources, if needed and providing staff development opportunities. As this is the first year we are creating the pre and post writing benchmark, preliminary results will be determined in the 2016-2017 school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional materials, equipment, computers, software, and other forms of technology needed to support the 7th grade Social Science and 8th grade History programs will be purchased with funds made available to the school. These supplemental instructional materials will be purchased with emphasis on closing the achievement gap within our diverse student population. Staff members will develop differentiated instructional strategies to address the diversified levels of our students.	8/19/2014-12/31/2016	Principal, Classroom Teachers, and Assistant Principal	Instructional Materials	4000-4999: Books And Supplies	Donations	
Teachers will attend instructional conferences, staff development workshops and /or seminars to support History/Social Science curriculum. Department meetings will be held monthly to share materials and instructional strategies learned with fellow teachers. Emphasis will be on ways to close the achievement gap by creating differentiated lessons gleaned from staff development conferences and workshops.	8/20/2015-12/31/2016	Principal, Classroom Teachers, and Assistant Principal				

Planned Improvements in Student Performance

Mathematics, School Goal #2, District LCAP #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:
Mathematics Students will be able to make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, look for and make the use of structure and repeated reasoning (patterns), model with mathematics, and use tools appropriately. All in all, students will be able to attend to precision and accuracy in their mathematical practices. 83% of Chaboya students will either meet or exceed comprehensive standards on the 2016 CAASPP assessment in the curriculum area of Mathematics.
Data Used to Form this Goal:
Data from the CAASPP (Mathematics) Test 2015.
Findings from the Analysis of this Data:
Based on the comprehensive CAASPP results in the curriculum area of Mathematics, 79% of Chaboya 7th graders either "Met or Exceeded Standards," while 82% of Chaboya 8th graders "Met or Exceeded Standards." Based on the CAASPP results in the specific Mathematics area of "Concepts and Procedures and Problem Solving and Modeling/Data Analysis", 90% of both 7th and 8th grade Chaboya students "Met or Exceeded Standards." In the specific Mathematics area of "Problem Solving and Modeling/Data Analysis", 89% of Chaboya 7th graders either "Met or Exceeded Standards," while 91% of Chaboya 8th graders "Met or Exceeded Standards." In the specific Mathematics area of "Communicating Reasoning", 96% of Chaboya 7th graders either "Met or Exceeded Standards," while 94% of Chaboya 8th graders "Met or Exceeded Standards." We have two content areas in Mathematics "Procedures and Modeling/Data Analysis" with 10% of students scoring below basic which is our greatest opportunity for growth.
How the School will Evaluate the Progress of this Goal:
At staff, department and grade level meetings, teachers and administrators will analyze the baseline Smarter Balance Assessment Mathematics results, District Benchmarks, CPM Team Projects, and MARS Tasks. After our analysis, we will set appropriate goals for 2016-2017 school year and target areas of need by differentiating our curriculum, purchasing resources, if needed and providing staff development opportunities.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental instructional materials that enhance the math program will be purchased and paid with funds made available to the school. Tiered assignments will be developed to cover content standards within the level of each student's ability.	8/20/2015-12/31/2016	Classroom Teachers, Assistant Principal and Principal	District Provided Training	4000-4999: Books And Supplies	Donations	
Additional training will be provided for teachers around Common Core 1 curriculum and continued training supports for Common Core 7 and 8.	8/20/2015-12/31/2016	Principal and classroom teachers	District, East Side Alliance, CPM publishers, MVP	4000-4999: Books And Supplies	None Specified	
Pi Week will be held during the week of March 14th. Students will be invited to interact with each other in solving engaging math activities developed by the math department throughout the week.	8/20/2015-12/31/2016	Principal, Classroom Teachers, Assistant Principal	Instructional Materials	4000-4999: Books And Supplies	Donations	1,000
Teachers will have opportunities to attend instructional conferences, staff development workshops and/or seminars that will provide information and strategies that will help them assist students in gaining a better understanding of the Common Core based math curriculum. During monthly department meetings information/strategies learned can be shared with other staff members and utilized in developing lessons for classroom instruction which take into consideration the various ability levels of our student population.	8/20/2015-12/31/2016	Principal, Classroom Teachers and Assistant Principal	District Provided Training	5800: Professional/Consulting Services And Operating Expenditures	None Specified	

Planned Improvements in Student Performance

Reading/Language Arts, School Goal #3, District LCAP #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: Reading/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:
Reading Comprehension We will continue to monitor student progress based on district and teacher-created curriculum, while continuing to incorporate the five Common Core shifts by collaborating as a department to meet the reading needs of all students. Ninety-one percent of Chaboya students will perform at the "Standards Exceeded" or "Standards Met" levels on the ELA reading portion of the CAASPP assessment in 2016.
Data Used to Form this Goal:
Data from the CAASPP (Reading) Test 2015.
Findings from the Analysis of this Data:
Based on the comprehensive CAASPP results in the curriculum area of Language Arts, 81% of Chaboya 7th graders either "Met or Exceeded Standards," while 84% of Chaboya 8th graders "Met or Exceeded Standards." Based on the CAASPP results in the specific Language Arts area of reading, 89% of both 7th and 8th grade Chaboya students "Met or Exceeded Standards," however 11% of students scored "Below Standard" making this our greatest opportunity for growth.
How the School will Evaluate the Progress of this Goal:
At staff, department, and grade-level meetings, teachers and administrators will analyze past and future CAASPP results for reading. After our analysis, we will target the areas of need by differentiating our curriculum, purchasing resources, providing staff development and collaboration opportunities if needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental instructional materials and supplies needed to support Common Core curriculum and the selected district state approved textbook series as it relates to reading comprehension will be purchased with funds available to the school. Tiered assignments will be developed to cover content standards within the level of each student's ability. Twenty minutes a day will be provided for silent sustained reading (SSR) for all staff and students. Accelerated Reading Program will be in place to enable the success of SSR and the overall increase in reading comprehension among students. Purchase materials (books, software, etc.) to optimize the benefits of the school's reading program.	8/20/2015-12/31/2016	Principal, Assistant Principal, Teachers, and Other Staff	Instructional Materials	4000-4999: Books And Supplies	Donations	
Instructional equipment, computers, software, and any other forms of technology needed to support the school program and other related curricular areas will be purchased with funds available to the school. Supplemental materials will be purchased with emphasis on struggling readers (ELL, at-risk students, etc.) This will also include rewards for the Accelerated Reading Program. Staff members will develop differentiated instructional strategies across the curriculum.	8/20/2015-12/31/2016	Principal, Assistant Principal, and Classroom Teachers	Instructional Materials	4000-4999: Books And Supplies	Supplemental Fund	1,540.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will attend instructional conferences, staff development workshops and/or seminars to support reading instruction across the curriculum. Language Arts teachers will hold monthly department meetings, with support from the site coach. Chaboya will form cross-curricular staff teams to plan and develop strategies that enhances students ability to critically analyze text and identify text-based evidence.	8/20/2015-12/31/2016	Principal and Classroom Teachers				
Supplemental instructional materials, equipment and supplies will be provided to support in History class to close the achievement gap in reading comprehension skills. Supplemental materials, equipment and supplies will be purchased to help increase reading comprehension skills for those EL 1 and EL 2 students in the History class.	8/20/2015-12/31/2016	Language Arts, History, and English Learners Teacher	Instructional Materials	4000-4999: Books And Supplies	Supplemental Fund	1,500.00

Planned Improvements in Student Performance

Writing/Language Arts, School Goal #4, District LCAP #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: Writing/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:
Writing/Language Arts 7th/8th Grade We will monitor student progress based on district- and teacher-created curriculum, while continuing to incorporate Common Core Standards by collaborating as a department to meet the writing needs of all students. Ninety-five percent of Chaboya students will perform at the "Standards Exceeded" or "Standards Met" levels on the writing portion of the CAASPP Assessment in 2016.
Data Used to Form this Goal:
Data from the CAASPP (Writing) Test 2015.
Findings from the Analysis of this Data:
Based on the comprehensive CAASPP results in the curriculum area of Language Arts, 81% of Chaboya 7th graders either "Met or Exceeded Standards," while 84% of Chaboya 8th graders "Met or Exceeded Standards." Based on the CAASPP results in the specific Language Arts area of writing, 92% of Chaboya 7th graders either "Met or Exceeded Standards," while 95% of Chaboya 8th graders "Met or Exceeded Standards."
How the School will Evaluate the Progress of this Goal:
At staff, department, and grade level meetings, teachers and administrators will analyze past and future CAASPP test results for writing and research/inquiry. After our analysis, we will target the areas of need by differentiating our curriculum, purchasing resources, providing staff development and collaboration opportunities if needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental instructional materials and supplies to support Common Core standards based curriculum and the selected district/state approved textbook series as it relates to writing across the curriculum will be purchased with funds available to the school.	8/20/2015-12/31/2016	Principal, Assistant Principal, and Classroom Teachers	Instructional Materials	4000-4999: Books And Supplies		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELL 1s and 2s will have access to instructional equipment, computers, software, or other technology materials needed to support the school program in writing across the curriculum will be purchased.	8/20/2015-12/31/2016	Principal, Assistant Principal, and Classroom Teachers	Headphones, Chromebook cart	4000-4999: Books And Supplies	Donations	13,687.00
Teachers will attend instructional conferences, staff development workshops and/or seminars to acquire instructional strategies to be used in the classroom that will assist students increasing their writing skills across the curriculum. An important element of these strategies is to address the different learning styles and ability levels of all students and differentiate the instruction in writing to enable success for all students. Teachers and site coach will in-service other staff members.	8/20/2015-12/31/2016	Classroom Teachers, Site Coach	Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	300.00
Supplemental instructional materials, equipment and supplies will be purchased to help increase writing skills for struggling writers in order to close the achievement gap and increase the percentage of students scoring at the "Meets or Exceeds Standards" level on both the 7th grade and the 8th grade CASSPP.	8/20/2015-12/31/2016	Language Arts teachers and English Learners teacher.				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Field Trips needed to support the 8th grade AVID program (Targets Students) will be purchased with funds made available to the school. These supplemental instructional experiences will be selected with emphasis on closing the achievement gap within our diverse student population. Staff members will develop differentiated instructional strategies to address the diversified levels of our students.	8/20/2015-12/31/2016	Classroom Teacher, Assistant Principal	Extended educational enrichment	0000: Unrestricted	General Fund	780.00
Teachers will attend instructional conferences, staff development workshops and/or seminars to support the AVID program. The AVID teacher will collaborate with other staff members with regard to planning and developing differentiated instructional strategies learned at conferences across the curriculum in writing.	8/20/2015-12/31/2016	Principal and Classroom Teachers	District Funded Pathway Training	None Specified	None Specified	

Planned Improvements in Student Performance

Science, School Goal #5, District LCAP #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:
Science Students will continue to shift towards the Common Core Standards, Project Based Learning, Science Technology Engineering Art and Mathematics (STEAM) strategies that involve more frequent and adequate access to technology. Teachers will be transitioning instruction to incorporate Next Generation Science Standards over the next two academic years. Our projections are to maintain eighth grade proficiency levels (an overall average score of 4.8 or higher) on the Science CST as we make this transition in teaching strategies and curriculum.
Data Used to Form this Goal:
2015 CST Assessment.
Findings from the Analysis of this Data:
Eighth grade Chaboya students scored an overall average of 4.8 on the CST Science assessment, 5 being the highest possible average.
How the School will Evaluate the Progress of this Goal:
At staff, department and grade level meetings, teacher and administrators will analyze district and state adopted CST 2016 Science test results. After our analysis, we will target the areas of need by differentiating our curriculum, purchasing resources, if needed and providing staff development opportunities. Over the next two years, the Science Department will meet regularly to plan and implement strategies necessary for the transition to the Next Generation Science Standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental instructional materials, equipment and supplies to support the school program as it relates to learning and meeting the science content standards will be purchased with funds available to the school.	8/20/2015-12/31/2016	Science Teachers	Instructional Materials	4000-4999: Books And Supplies	Donations	
Teachers will attend conferences, staff development workshops and/or seminars that promote best practices in the teaching and learning of science. Teacher will develop and implement differentiated instructional lessons in regular science classes, for students of all ability levels. Science teachers will hold monthly department meetings.	8/15/2015-12/31/2016	Science Teachers	District Funded Training NGSS training	None Specified 5800: Professional/Consulting Services And Operating Expenditures	None Specified None Specified	

Planned Improvements in Student Performance

Visual & Performing Arts, School Goal #6, District LCAP #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:
Art/Music Instruction/Drama Chaboya students will demonstrate increased skills in music, art, and the performing arts. In Art, students will practice using evidence based writing, reflection, increased critical thinking and analytical skills. In music and drama students will collaborate in drawing historical connections through performance selections and performances. Performing arts students will further develop speaking skills through performance. As a site, Chaboya will work to sustain the visual and performing arts, and music programs as elective choices for students.
Data Used to Form this Goal:
Based on research, accessibility to materials and resources promotes a quality Visual and Performing Arts Programs.
Findings from the Analysis of this Data:
Students will perform higher on state adopted spring assessments. Research shows that students who are enrolled in Art, Music, and Performing Arts perform better on tests.
How the School will Evaluate the Progress of this Goal:
At staff, departments and grade level meetings, teachers and administrators will analyze state adopted spring assessments. After our analysis, we will target the areas of need by differentiating our curriculum, purchasing resources, if needed and providing staff development opportunities.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional materials, equipment and supplies will be purchased to support the state standards for visual arts within the classrooms with funds made available to the school.	8/20/2015-12/31/2016	Art teacher	Instructional Materials	4000-4999: Books And Supplies	General Fund	588.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To assist in improving Chaboya's Music Program (Guitar, Advanced Band and Band Classes), instructional materials (sheet music) will be purchased for these classes with funds made available to the school.	8/20/2015-12/31/2016	Music teacher	District Provided Funding	None Specified	None Specified	1000.00

Planned Improvements in Student Performance

Other (Indirect Costs), School Goal #7, District LCAP #2

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 Goal 2: Improve fiscal health.
LCAP SCHOOL GOAL:
Indirect Costs The District will apply indirect costs to support Chaboya's growth targets.
Data Used to Form this Goal:
2015 CST Science Results, District Proficiencies, 2015 CAASPP and California Physical Fitness Test.
Findings from the Analysis of this Data:
Based on the CAASPP results in the specific Language Arts area of writing, 92% of Chaboya 7th graders either "Met or Exceeded Standards," while 95% of Chaboya 8th graders "Met or Exceeded Standards." CAASPP results in the area of reading show that 89% of both 7th and 8th grade Chaboya students "Met or Exceeded Standards." With regards to mathematics, the comprehensive CAASPP results indicate that 79% of Chaboya 7th graders either "Met or Exceeded Standards," while 82% of Chaboya 8th graders "Met or Exceeded Standards." Based on the CAASPP results in the specific Mathematics area of "Concepts and Procedures and Problem Solving and Modeling/Data Analysis", 90% of both 7th and 8th grade Chaboya students "Met or Exceeded Standards." In the specific Mathematics area of "Problem Solving and Modeling/Data Analysis", 89% of Chaboya 7th graders either "Met or Exceeded Standards," while 91% of Chaboya 8th graders "Met or Exceeded Standards." In the specific Mathematics area of "Communicating Reasoning", 96% of Chaboya 7th graders either "Met or Exceeded Standards," while 94% of Chaboya 8th graders "Met or Exceeded Standards." Eighth grade Chaboya students scored an overall average of 4.8 on the CST Science assessment, 5 being the highest possible average. On the California Physical Fitness Test 81% percent of Chaboya seventh graders were within or above the Healthy Fitness None (HFZ) on the one-mile run, 72% were within or above the Healthy Fitness None (HFZ) on body mass index, 81% were within or above the Healthy Fitness None (HFZ) on curl-ups, 89% were within or above the Healthy Fitness None (HFZ) on trunk lifts, 77% were within or above the Healthy Fitness None (HFZ) on push-ups, and 70% were within or above the Healthy Fitness None (HFZ) on the sit and reach test.
How the School will Evaluate the Progress of this Goal:
At staff, department and grade level meetings, teachers and administrators will analyze 2016 CAASPP results (Math/Language Arts), District Proficiency results and 2016 CST Science results, and compare them to 2015 CAASPP and CST results and District Proficiency results. After our analysis, we will target the areas of need by differentiating our curriculum, purchasing resources, if needed and providing staff development opportunities.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The district will use indirect cost monies to support school goals.	8/20/2015-12/31/2016	District Office Personnel	Misc.	None Specified	None Specified	

Planned Improvements in Student Performance

Other (Standards Based Curriculum), School Goal #8, District LCAP #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: Other
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:
Standards Based Curriculum Ninety-one percent of Chaboya students will perform at the "Standards Exceeded" or "Standards Met" levels on the ELA reading portion of the CAASPP assessment in 2016. Ninety-five percent of Chaboya students will perform at the "Standards Exceeded" or "Standards Met" levels on the writing portion of the CAASPP Assessment in 2016. Chaboya eighth graders will maintain proficiency levels (an overall average score of 4.8 or higher) on the Science CST.
Data Used to Form this Goal:
2015 CST Science results, CAASPP 2015 Assessment, and District Math Benchmarks
Findings from the Analysis of this Data:
Based on the CAASPP results in the specific Language Arts area of writing 92% of Chaboya 7th graders either "Met or Exceeded Standards," while 95% of Chaboya 8th graders "Met or Exceeded Standards." CAASPP results in the area of reading show that 89% of both 7th and 8th grade Chaboya students "Met or Exceeded Standards." With regards to mathematics, the comprehensive CAASPP results indicate that 79% of Chaboya 7th graders either "Met or Exceeded Standards," while 82% of Chaboya 8th graders "Met or Exceeded Standards." Based on the CAASPP results in the specific Mathematics area of "Concepts and Procedures and Problem Solving and Modeling/Data Analysis" 90% of both 7th and 8th grade Chaboya students "Met or Exceeded Standards." In the specific Mathematics area of "Problem Solving and Modeling/Data Analysis" 89% of Chaboya 7th graders either "Met or Exceeded Standards," while 91% of Chaboya 8th graders "Met or Exceeded Standards." In the specific Mathematics area of "Communicating Reasoning" 96% of Chaboya 7th graders either "Met or Exceeded Standards," while 94% of Chaboya 8th graders "Met or Exceeded Standards." Eighth grade Chaboya students scored an overall average of 4.8 on the CST Science assessment, 5 being the highest possible average.
How the School will Evaluate the Progress of this Goal:
At staff, department and grade level meetings, teachers and administrators will analyze 2016 CAASPP results (Math/Language Arts), District Proficiency results and 2016 CST Science results, and compare them to 2015 CAASPP and CST results and District Proficiency results. After our analysis, we will target the areas of need by differentiating our curriculum, purchasing resources, if needed and providing staff development opportunities.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The Principal will coordinate the School Improvement Plan, facilitate its implementation, and monitor the progress being made in meeting the goals. A School Site Council will be elected consisting of the principal, teachers, parents, students, and other staff and community members. The Council will meet approximately four times during the academic year.	8/20/2015-12/31/2016	Principal, Assistant Principal	School Site Council	None Specified	None Specified	
Supplemental materials, supplies, and equipment will be purchased as needed to support students in meeting state standards.	8/20/2015-12/31/2016	Classroom teachers, Media Clerk, Assistant Principal, and Principal	Instructional Materials	4000-4999: Books And Supplies	General Fund	2000.00
Teachers will attend conferences, staff development workshops and/or seminars that will assist them in the classroom instruction for their subject area.	8/20/2015-12/31/2016	Classroom Teachers				
All 7th and 8th grade students receive a state approved standard based textbook in Math, Language Arts, Science, and History/Social Science. Supplemental materials that support the series are also provided.	8/20/2015-12/31/2016	Principal, Media Clerk, and Classroom Teachers	District Provided Funding	None Specified	None Specified	

Planned Improvements in Student Performance

Other (Core Academic Areas), School Goal #9, District LCAP #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: Other
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:
Core Academic Areas As the site transitions to the California Common Core Standards, we will continue to increase the percentage of all students in all subgroups performing at standard or proficient levels.
Data Used to Form this Goal:
2015 CST Science results, CAASPP 2015 Assessment, District Math Benchmarks
Findings from the Analysis of this Data:
Based on the CAASPP results in the specific Language Arts area of writing, 92% of Chaboya 7th graders either "Met or Exceeded Standards," while 95% of Chaboya 8th graders "Met or Exceeded Standards." CAASPP results in the area of reading show that 89% of both 7th and 8th grade Chaboya students "Met or Exceeded Standards." With regards to mathematics, the comprehensive CAASPP results indicate that 79% of Chaboya 7th graders either "Met or Exceeded Standards," while 82% of Chaboya 8th graders "Met or Exceeded Standards." Based on the CAASPP results in the specific Mathematics area of "Concepts and Procedures and Problem Solving and Modeling/Data Analysis", 90% of both 7th and 8th grade Chaboya students "Met or Exceeded Standards." In the specific Mathematics area of "Problem Solving and Modeling/Data Analysis", 89% of Chaboya 7th graders either "Met or Exceeded Standards," while 91% of Chaboya 8th graders "Met or Exceeded Standards." In the specific Mathematics area of "Communicating Reasoning", 96% of Chaboya 7th graders either "Met or Exceeded Standards," while 94% of Chaboya 8th graders "Met or Exceeded Standards." Eighth grade Chaboya students scored an overall average of 4.8 on the CST Science assessment, 5 being the highest possible average.
How the School will Evaluate the Progress of this Goal:
At staff, department and grade level meetings, teachers and administrators will analyze 2016 spring assessment results and compare the percentage of students in the proficient range. After our analysis, we will target the areas of need by differentiating our curriculum, purchasing resources, if needed and providing staff development opportunities.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff members will attend conferences, workshops and/or seminars to learn about differentiated teaching strategies and techniques that will be employed in the classroom during regular school hours and in after school programs. Collaboration on these strategies and techniques at faculty, department, and team meetings will occur throughout the year. Differentiated instruction will cover the spectrum from Honors groupings to English Learners, at-risk/struggling learners and students receiving special education services.	8/20/2015-12/31/2016	Principal, Assistant Principal, Classroom Teachers				
Support monitoring at risk students through Student Study Team (SST), mandatory retention policy, keeping quarterly track of Grade Point Average (GPA), academic counseling, intern counseling services, School Attendance Review Board (SARB), etc.	8/20/2015-12/31/2016	Assistant Principals, Principal, Classroom Teachers, and Specialists				
Student Recognition: Student of the Month, Student of the Week, AR awards, Honor Society assemblies, other assemblies, Olympics Day, multicultural activities, Award Night, and Field Trips including Honors Society end of the year trip.	8/20/2015-12/31/2016	The entire staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parents will be made aware of and encouraged to attend school activities to promote student success and achievement through weekly newsletter, mailings, School Loop, Chaboya Web Site, etc. The Youth Truth and Healthy Kids student surveys are given to rate school culture, academics, and overall climate. Parents are active members of School Site Council(SSC), English Language Advisory Committee(ELAC), Parent Teacher Student Association(PTSA), Parent Advisory Committee(PAC), and the District Advisory Committee(DAC).	8/20/2015-12/31/2016	Teachers and Administrators				
In a effort to support and monitor at-risk students, a Thrive course (Using curriculum from Project Cornerstone) has replaced Study Skills in Chaboya's course offerings. The teacher will assist students in developing organizational and study habit skills. Students will have access to School Loop, where they can check for assignments and get opportunity to do work in the in class. An emphasis will be placed on Language Arts and Mathematics for all students, including mandatory retention candidates.	8/20/2015-12/31/2016	Assistant Principal and teacher				
As teachers for core academic areas pursue training in Common Core, we will provide substitutes to cover their classes and use consultants to help train them.	8/20/2015-12/31/2016	Principal and coach	District Provided Funding	None Specified	None Specified	

Planned Improvements in Student Performance

Other (Safe School Environment), School Goal #10, District LCAP #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: Other
LCAP GOAL:
LCAP Goal 5: Enhance the climate of safety and wellness throughout the district.
LCAP SCHOOL GOAL:
Safe School Environment Provide a Safe School Environment - 100% of Chaboya students will feel a connection to Chaboya as a safe, caring, and drug-free environment.
Data Used to Form this Goal:
Comprehensive School Safety Plan, Review of 2015 Suspension and Expulsion Data, 2015 Youth Truth Survey Results, 2015 Healthy Kids Survey
Findings from the Analysis of this Data:
<p>In spring of 2015, Chaboya students participated in a district-wide survey called Youth Truth, which measures student perceptions on a variety of themes related to school. Students responded on a scale of 1-5 in agreement to the statements of each theme. The results of the survey show that an average of 64% of students perceive themselves as engaged with their school and education, 51% of students believe the school fosters a culture of respect and fairness and 64% of students have supportive and collaborative relationships with their peers. Additionally, 40% of students indicated that what they enjoy most about school are the activities. There were 10 suspensions during the 2014-2015 academic year, which was 12 less than the 2013-2014 school year. There weren't any expulsions during the 2014-2015, which was the same as the 2013-2014 academic year.</p> <p>In spring of 2015, Chaboya students participated in a district-wide survey called Youth Truth, which measures student perceptions on a variety of themes related to school. Students responded on a scale of 1-5 in agreement to the statements of each theme. The results of the survey show that an average of 64% of students perceive themselves as engaged with their school and education, 51% of students believe the school fosters a culture of respect and fairness and 64% of students have supportive and collaborative relationships with their peers. Additionally, 40% of students indicated that what they enjoy most about school are the activities.</p> <p>In the Spring of 2015, Chaboya seventh graders participated in a district-wide survey called the California Healthy Kids Survey, which measures school climate, engagement in learning, youth health-risk behaviors and other barriers to academic achievement; and youth development, resilience, and well-being. Student outcomes are measured in high, moderate, or low rankings. Under the theme of School Environment 89% of Chaboya seventh graders responded high to moderate rankings saying that there are school supports in place for students, 90% reported that there are caring adults at school, 95% reported that adults set high expectations for students, and 79% reported that they have meaningful participation in their education. Under the theme of School Connectedness 94% of Chaboya seventh graders responded high to moderate rankings saying that they feel connected to Chaboya. Under the theme of Academic Motivation 91% of Chaboya seventh graders responded high to moderate rankings saying that they are academically motivated. Under the theme of Alcohol and Drug use 93% of Chaboya seventh graders reported that they never had an alcoholic drink, 99% reported that they never tried marijuana, and 100% of students reported that they never took any other illegal drug or pill to get high. On a specific question regarding safety 91% of students reported that they feel safe at Chaboya.</p>

How the School will Evaluate the Progress of this Goal:

At staff, department and grade level meetings, and School Site Council meetings teachers, administrators, and parents will analyze and compare data results. After our analysis, we will target the areas of need by differentiating our curriculum, purchasing resources, if needed and providing staff development opportunities.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Counseling provided by our school counselor and motivational activities that promote a wellness philosophy will be implemented to dissuade students from drug, alcohol and tobacco use. Safety drills, such as Code Red, Earthquake, Fire and other disasters will be conducted regularly. Incentive programs will be designed and implemented to provide students with positive connections to the school and bolster self-esteem. Safe School Coordinator will assist in facilitating the above activities. Science HIV/AIDS parent meeting will be conducted by the science teachers. See School Safety Plan.	8/20/2015-12/31/2016	Principal, Assistant Principals, Safe School Coordinator, and Staff, School Counselor				

Planned Improvements in Student Performance

Physical Education, School Goal #11, District LCAP #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: Physical Education
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:
To improve Physical Fitness skills in 2016 with all seventh grade students performing within or above the Healthy Fitness Zone on the California Physical Fitness Test. Implement cross curricular instruction by incorporating common core words on P.E. t-shirts, word of the day, and written vocabulary activities.
Data Used to Form this Goal:
2015 California Physical Fitness Test, weekly mile runs, Health/Fitness articles each semester, P.E. Website: articles, videos, and homework assignments.
Findings from the Analysis of this Data:
Eighty-one percent of Chaboya seventh graders were within or above the Healthy Fitness None (HFZ) on the one-mile run, 72% were within or above the Healthy Fitness None (HFZ) on body mass index, 81% were within or above the Healthy Fitness None (HFZ) on curl-ups, 89% were within or above the Healthy Fitness None (HFZ) on trunk lifts, 77% were within or above the Healthy Fitness None (HFZ) on push-ups, and 70% were within or above the Healthy Fitness None (HFZ) on the sit and reach test.
How the School will Evaluate the Progress of this Goal:
The P.E. Department will analyze the 2015-2016 California Fitness scores and compare the results to the 2014-2015 scores. After our analysis, we will target the areas of need by differentiating our curriculum, purchase new resources, and provide staff development opportunities if needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Chaboya students will engage in activities aligned with both state and national fitness standards, in order to increase students performance as measured on the California Physical Fitness Test. The Physical Education Department will meet monthly to refine instructional strategies and to develop a list of needed resources to implement these strategies. PE teachers will attend conferences, workshops, and other professional development about current teaching techniques that will increase student skills in PE.	8/20/2015-12/31/2016	PE Teachers, Principal	Supplies and equipment	0001-0999: Unrestricted: Locally Defined	General Fund	
In an effort to encourage students to make healthy choices and dissuade them from engaging in unhealthy behaviors, the Physical Education Department will teach Too Good For Drugs curriculum.	8/20/2015-12/31/2016	PE Teachers	Materials Provided by District	None Specified	None Specified	
The Physical Education Department will meet monthly to refine instructional strategies and to develop a list of needed supplies, equipment, and materials to implement these strategies.	8/20/2015-12/31/2016	PE Teachers	Instructional Supplies	4000-4999: Books And Supplies	Donations	
Staff members will attend conferences, workshops and seminars to learn about current teaching strategies and techniques that will increase student skills in Physical Education.	8/20/2015-12/31/2016	PE Teachers				

Planned Improvements in Student Performance

ELA Reading/Writing LTEL, School Goal #12, District LCAP #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: ELA Reading/Writing (LTEL)
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:
We will reduce the number of LTEL (Long Term English Learners) students we have by 8% by providing additional instructional support via extended day programs. The extended day program will work to improve LTEL student literacy of the English language through practice of listening, speaking, reading and writing skills.
Data Used to Form this Goal:
LTEL (Long Term English Learners) data on Cruncher
Findings from the Analysis of this Data:
Chaboya has 67 LTEL (Long Term English Learners) students.
How the School will Evaluate the Progress of this Goal:
At staff, department and grade level meetings, School Site Council meetings, DELCO, and DELAC meetings teachers, administrators, and parents will analyze and compare LTEL data results. After our analysis, we will target the areas of need by differentiating our curriculum, purchasing resources, if needed and providing staff development opportunities.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
LTEL (Long Term English Learners) students at Chaboya will be provided with additional instructional support in the subject area of English Language Arts via extended day programs. The extended day program will work to improve student literacy of the English language through practice of listening, speaking, reading and writing skills.	8/20/2015-12/31/2016	Denise Williams, Principal, Teachers	Extended Day Programs	None Specified	Title III	7,500.00

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 Physical Education
SCHOOL GOAL #4:
Improve Physical Fitness skills by 2016 with all 7th grade students performing within or above the Healthy Fitness Zone (HFZ) on the California Physical Fitness Test.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Activities will be aligned with both state and national fitness standards, in order to increase students performance as measured on the California Physical Fitness Test. The Physical Education Department will meet monthly to refine instructional strategies and to develop a list of needed resources to implement these strategies. PE teachers will attend conferences, workshops, and other professional development about current teaching techniques that will increase student skills in PE.	8/15/2015-12/31/2016	PE Teachers				

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
Donations	14,687.00
General Fund	3,368.00
None Specified	1,000.00
Supplemental Fund	3,340.00
Title III	7,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	780.00
4000-4999: Books And Supplies	20,315.00
5800: Professional/Consulting Services And Operating	300.00
None Specified	8,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	Donations	14,687.00
0000: Unrestricted	General Fund	780.00
4000-4999: Books And Supplies	General Fund	2,588.00
None Specified	None Specified	1,000.00
4000-4999: Books And Supplies	Supplemental Fund	3,040.00
5800: Professional/Consulting Services And	Supplemental Fund	300.00
None Specified	Title III	7,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	1,000.00
Goal 3	3,040.00
Goal 4	14,767.00
Goal 6	1,588.00
Goal 8	2,000.00
Goal 12	7,500.00

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
Derrick Watkins	X				
Jim Grassi		X			
Jaime Hammod		X			
Cheryl Parks		X			
Santha Pinedo				X	
Ria Dutta					X
Alex Lopes					X
Smita Jayakar		X			
Michelle Smith				X	
Kathy Nelson			X		
Ella Vierra					X
Jyoti Khera				X	
Numbers of members of each category:	1	4	1	3	3

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 10/27/2015.

Attested:

Derrick Watkins

Typed Name of School Principal

Signature of School Principal

Date

Kathy Nelson

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Chaboya Safe School Plan 2015-2016

Component 1- People and Programs

Goals

Goal 1: The Chaboya community is devoted to improving the safety of staff and students in emergency situations. By December 2014, all staff will attend an in-service to review disaster procedures, and "Run, Hide, Defend" procedures. Staff will train students on the "Run, Hide, Defend" procedures by February 2015. By January 2015, all Emergency Response Team members will be CPR and First Aid certified.

Goal 2: The Evergreen School District and Chaboya communities are committed to making the reporting of bullying incidents accessible at all times. By November 2014, there will be an anonymous district-wide bully reporting website.

Goal 3: The Chaboya staff is devoted to reporting all incidents of harassment, and abuse to protect students. By September 2015, all staff will complete the mandated reporter training and the anti-harassment training.

Goal 4: The Chaboya community is cognizant of the constant challenges middle school students face in their peer interactions. By November 2015, all students will watch a series of short videos from the "Common Sense Media" website during SSR (Sustained Silent Reading) to promote cyber awareness week. By October 2015, all students will participate in the district-wide Cyber Awareness Week with a culminating lesson plan and discussion. By December 2015, all Chaboya students will participate in the, "Too Good For Drugs," program. By January 2016, Chaboya students will participate in a multi-media presentation, "Quest for Respect," on the topic of cyber bullying. By May 2016, all students will participate in Random Act of Kindness Week.

Measurable Objectives

Measureable Objective (Goal 1): By December 2014, all staff will attend an in-service to review disaster procedures and "Run, Hide, Defend" procedures. Staff will train students on the "Run, Hide, Defend" procedures by March 2015. All Emergency Response Team members will be CPR and First Aid certified by January 2015.

Measureable Objective (Goal 2): By November 2014, there will be an anonymous district-wide bully reporting website, allowing students and parents to report incidents immediately after they occur and during off school hours.

Measureable Objective (Goal 3): By September 2015, all staff will complete the mandated reporter training and the anti-harassment training.

Measureable Objective (Goal 4): By May 2016 Chaboya students will have attended, viewed, and participated in a series of short videos from the "Common Sense Media" website on cyber awareness, a lesson plan and discussion during Cyber Awareness Week, the "Too Good For Drugs," program, a multi-media presentation on the topic of Cyber Bullying, and Random Act of Kindness Week to improve student interactions and decision making.

Action Steps:

1.0 Review Disaster Procedures:

- a) Schedule a time for staff to meet and discuss Disaster Procedures.
- b) Review off campus meeting sites.
- c) Schedule a time for staff to meet and be trained on "Run, Hide, Defend" procedures.
- d) Schedule a time for teachers to train students on "Run, Hide, Defend" procedures.
- e) Notify any ERT members that are not currently CPR and First Aid trained of the next training date.

2.0 Create Anonymous Bully Reporting Site:

- a) The district and information services will design and implement an anonymous bully reporting site for student and parent use.
- b) Make information available to students and community parents.

3.0 Mandated Reporter & Anti-harassment Training:

- a) The district will send out training information via email.
- b) Chaboya administration will ensure all staff complete the trainings by the set due date.

4.0 Assign teachers to present a series of videos during SSR from the "Common Sense" Website.

4.1 Assign a department to hold the discussion and teach the district lesson plan during Cyber Awareness Week:

- a) Receive materials from the district and disseminate to department teachers.

4.2 Select a time frame to implement the, "Too Good For Drugs," program through PE classes:

- a) Request materials from the district.
- b) Designate facilities for PE students to utilize during "Too Good For Drugs," instruction.

4.3 Contact Camfel to set up assembly date for multi-media presentation on cyber bullying and determine cost.

4.4 Meet with Leadership students to determine meaningful activities for Random Act of Kindness Week and determine cost:

- a) Communicate the schedule of events to staff and students.

Chaboya Safe School Plan 2015-2016

Component II-Place

Goals

Goal 1: The Chaboya community is devoted to improving the safety of students, teachers, and support staff during lockdown situations. By October 2015, administration will have researched and purchased locking devices to help secure doors during lockdown situations.

Goal 2: The Chaboya community is dedicated to improving communication and visibility during emergency situations. By October 2015, administrators will have researched and purchased crank radio/flashlights to be used during emergency situations.

Measurable Objectives

Measurable Objective (Goal 1): By October 2015, administration will have researched and purchased locking devices to help secure doors during lockdown situations.

Measurable Objective (Goal 2): By October 2015, administrators will have researched and purchased crank radio/flashlights to be used during emergency situations.

Action Steps:

- 1.0 Administration will research and select a door-locking device for purchase:
 - a) Administration will seek funding from PTSA to purchase door-locking devices.
 - b) Administration will obtain fire department approval to install door locking devices.
 - c) Administration will purchase door-locking devices.
 - d) Administration will contact the maintenance department to select an install date for the door locking devices.

- 2.0 Administration will research and select a crank radio/flashlight for purchase:
 - a) Administration will seek funding from PTSA to purchase crank radio/flashlights.
 - b) Administration will purchase crank radio/flashlights for classroom and office use.
 - c) Crank radio/flashlights will be distributed to all staff to be used in emergency situations.

Chaboya Middle School
2015-2016 Compliance Calendar

Description	Date	Procedures & Comments	Completed
ACCESS TO CORE CURRICULUM/MODIFICATION			
Monitoring	monthly	SST dates available every Tuesday of the month as needed	ongoing
Discussions	weekly	Staff meetings	ongoing
COMMUNICATION WITH SPECIALISTS			
Lists of students in programs to teacher	October	Updated lists provided for teachers begin/end of 1st Quarter	x
Scheduled communication (specialist/teacher)	ongoing	Communication is ongoing	ongoing
Scheduled communication (specialist/student)	ongoing	Communication is ongoing	ongoing
UNIFORM COMPLAINT POLICY			
Student Orientation	8/20/15, 1/2016	Expectation Assembly held twice per year, written notification in student agenda	
Staff Training	8/17/2015	Discussion at back to school inservice, written notification provided in staff handbook on Live Binder	x
NONDISCRIMINATION POLICY			
Student Orientation	8/28/15, 1/2016	Expectation Assembly held twice per year, written notification in student agenda	
Staff Training	8/17/2015	Discussion at back to school inservice, written notification provided in staff handbook on Live Binder	x
SEXUAL HARASSMENT POLICY			
Regulatory publication	8/17/2015	provided in staff handbook on Live Binder	x
Student orientation	8/28/15, 1/2016	Expectation Assembly held twice per year, written notification in student agenda	
TOBACCO FREE POLICY CAMPUS			
Public Notification	8/28/2015, 1/2016	In student agenda, Expectation Assembly held twice per year	
Student Training	November/Dec.	Too Good for Drugs	
GENDER EQUITY			
Regulatory Publication	8/17/2015	Written notification in staff handbook on Live Binder	x
Description	Date	Procedures & Comments	Completed

Chaboya Middle School
2015-2016 Compliance Calendar

Student List	October	Generated through Power School	ongoing
SAFE SCHOOL ACTIVITIES			
Character education/conflict resolution	Aug./Sept.	Quest (Science Department)	x
#I Can Help Assembly (Social Media)	9/30/2015	Anti-bullying assembly-delete negativity from social media	x
Camfel Assembly	3/11/2016	Anti-bullying assembly	
Intervention List	October	Collaboration with Administration and teachers to generate list	x
Drug Awareness	Nov./Dec.	Physical Education Too Good for Drugs	
DISTRICT PARENT INVOLVEMENT POLICY			
Site parent involvement activities (other than PTSA)	Ongoing	See full list under site parent involvement policy	
Site staff parent involvement training ad	10/6/2015	SSC Training	x
	10/14/2015	DELAC Training	x
ADVISORY COMMITTEES MEMBERSHIP SELECTION			
ELAC	10/7/2015	Election of committee members	x
DELAC Rep	10/14/2015		x
ELAC/DELAC Training	10/14/2015		x
ELAC Meetings	12/16/15,TBD		ongoing
School Site Council	10/27/2015	Election of committee members	x
SSC Training	10/6/2015		x
SSC Meetings	10/27/15, 12/1/15, 1/19/16	Review Site Plan and Safety Plan, Review Test Data, ELAC	ongoing
Review By-Laws	10/27/2015		x
SSC	10/27/2015	SSC Meeting	x
ELAC	10/7/2015	ELAC Meeting	x
SINGLE SCHOOL PLAN			
Review needs, analyze data, develop goals/objectives/activities, adjust budget	Aug. - Oct. '15	School Plan revisions (Faculty, SSC)	ongoing
ELL PROGRAM			
Review EL Master Plan with parents	Oct. and Dec. '15		

Chaboya Middle School
2015-2016 Compliance Calendar

Description	Date	Procedures & Comments	Completed
Administer CELDT for new students within 30 days of enrollment	Oct. '15		x
Keep records of EL students	ongoing		ongoing
Share new Categorical Newsletter with	monthly		ongoing
Allow grade level teams to discuss EL da concerns	monthly		ongoing

Chaboya's 2015-2016 Budget Detail

OBJECT		General/1170	Supplemental /1590	Supplementa l Tech/1592
1120	Hourly Teacher	\$ 6,358.00		
1150	Substitute Teachers	\$ 1,470.00		
1910	Consultant/District Employees (Non-Instruc.)	\$ 42.00		
1940	Project Specialist	\$ 37,157.00	\$ 14,800.00	
2110	Instructional Aides			
2210	Reg. Maintenance Operations			
2410	Regular Clerical			
2430	Office Aides			
2920	Consultants/District Emploeyss	\$ 1,342.00		
3000	Benefits	\$ 12,064.00	\$ 1,781.00	
4310	Instructional Supplies	\$ 17,211.00	\$ 300.00	\$ 13,164.00
4312	Computer Software	\$ 2,121.00		
4351	General Supplies	\$ 1,014.00		
4360	Periodicals & Publications			
4365	Parts/Supplies M.O.T.			
4400	Equipment Non-Depreciated (Valued at \$500 -\$4,999)	\$ 500.00	\$ 3,080.00	
4401	Computer Equipment (Valued at \$500-\$4,999)			
5210	Travel/Conference	\$ 1,296.00		
5220	Conference Registration Fees	\$ 1,220.00		
5299	Mileage Reimbursement	\$ 214.00		
5610	Contracted Maintenance Repair			
5611	Contracted Computer Repairs	\$ 415.00		
5615	Copier Maintenance			
5720	Field Trips (District Buses)			
5815	Consultant/Contractors	\$ 4,762.00		
5840	Other Services (Field Trips/Entrance Fees)	\$ 55.00		
5841	Field Trips (Outside Buses)	\$ 780.00		
		\$ 88,021.00	\$19,961.00	\$ 13,164.00

**Chaboya Middle School
Parent Involvement Policy
2015-16**

Chaboya Middle School is committed to preparing our students for life beyond the classroom. Through a partnership with our parents and our community, we continue to build a positive connection between home and school. For that reason, we have put into place a policy that fosters this partnership as we strive for the academic excellence of all students.

Parent Gatherings:

- Back to School Night
- Open House
- Science Fair
- Parent Teacher Conferences
- Planned Parenthood/HIV Parent Information meeting (7th grade parents)
- Participation in classroom activities and fieldtrips
- PTSA
- Honors Night (Spring)
- Athletic Recognition Assemblies (Fall & Spring)
- After School Activities (i.e. sports events, dances, and talent show)
- Parent University
- Frontload for Success
- EL Reclassification Celebration

Committee Opportunities:

- School Site Council
- English Language Advisory Committee
- District English Language Advisory Committee
- District Advisory Committee
- Parent Advisory Committee
- Parent, Teacher, and Student Association (PTSA)
- Carnival Volunteers
- Bingo Volunteers

Communication:

- School Loop/website
- Ongoing counseling and conferencing
- At-Risk and Promotion/Retention Conference procedures
- Student Contracts
- Language translations
- Fall - Back to School Night
- Spring - Open House
- Student Study Team
- IEP/504 Meetings
- Student Agenda
- Progress Reports
- Report Card
- Weekly Newsletter
- Phone calls and emails to parents
- Parent Teacher Conferences

School Activity Participation:

- Fundraising/Donations – Chaboya Challenge
- Dance Chaperones
- Carnival Volunteers
- Book Fair Volunteers
- Bingo Night Committee Volunteers
- Sports Events
- Honors Celebrations (Q1-Q3)
- Field Trip Chaperones

Parent Run School Activities:

- MOEMS (Math Olympiad)
- Science Olympiad

Teacher Sponsored Clubs:

- Girl Up
- Green Club
- Nerd Scouts
- Stand Up to Cancer
- Fit for Learning
- Golf Club
- Herd

Student Run Activities:

- Leadership- weekly spirit activities
- College Week- AVID

Extracurricular Programs Offered at Chaboya:

- EUEF
- NJB
- Math Enrichment
- Eversport
- Easy Hoops