

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

School: Arboga Elementary School

Principal: Eric Preston

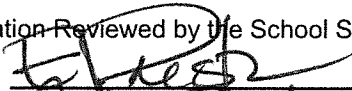
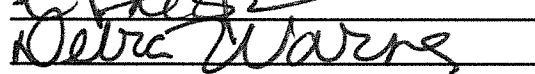
School Site Council Certification

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

Annual Program Evaluation Reviewed by the School Site Council on MAY 31'2017

Principal's Signature: _____

SSC Chair Signature: _____

GOAL #1

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

What data did you use to form this goal (findings from data analysis)? CELDT testing, embedded curricular assessments, DIBELS test results, Accelerated Reader testing data, Accelerated Math testing data/objectives mastered, report cards, referrals, students being sent to the office SWIS referrals, etc.	What did the analysis of the data reveal that led you to this goal? 1. There is always room for growth academically with all subgroups. 2. The site needs help with creating positive behavioral choices for students.
Who are the focus students and what is the expected growth? Although the focus groups are EL students, low SES students and Special Education students, all students will benefit, and we desire measurable growth in student academic achievement and a measurable decline in student referrals/students being sent to the office.	What data will be collected to measure student achievement? Data mentioned earlier.
What process will you use to monitor and evaluate the data? Looking to the data to see: where grade level instruction can improve; where transitions from grade to grade can improve; what categorically funded positions help students meet academic and behavioral goals; where interventions have helped; what interventions have helped, etc.	Actions to improve achievement to exit program improvement (if applicable). 1. Instructional Assistants will assist in interventions and in small group instructional settings, allowing for students with higher needs to minimize their gaps in learning. 2. The Elementary Student Support Specialist will work with students to understand how both their negative and positive behaviors impact learning. 3. Professional Development will focus on strategies of intervention and enrichment for students to increase their levels of learning.

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal		Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1	Allow grade levels 1-6 time throughout the year to discuss student progress, pace curriculum, determine intervention groups, collaborate on teaching strategies, analyze results of assessments by grade level, site level and district level. This work is to be done in a complete grade level and not independently, so that collaboration occurs.	This year, we carved this time out of the regular instructional day by releasing 1st-6th grade level teams for 55 minutes 27 times throughout the year (3rd grade shifted to a 30 minute release by their own request about half way through the year). We secured three Instructional Assistants specifically for this purpose to teach the Art Decent program two of the three release times a month to provide teachers this time.
1.2	Provide Instructional Assistants to help with ELA instruction in Kindergarten through 3rd Grade, and to assist with ELA interventions in K-6th.	We provided Instructional Assistants for one hour and forty-five minutes in each Kindergarten class, one hour in each 1st grade class, 45 minutes in each 2nd grade class and 30 minutes in each 3rd grade class. One of the four IAs we employ also provided an hour and a half of interventions for students identified in need through the SST process, working primarily on reading fluency and comprehension, but also helping some with math automaticity.

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.3 Providing a 3.75 hour Elementary Student Support Specialist to assist students in better understanding the link between their behavioral decisions and their learning, to help them become, when appropriate, a part of the SST, IEP and Section 504 meeting process, and to work with the families of our students, providing them support with their students' educational success. Additionally, this position will run some groups, such as Whanau Fridays.	Our Elementary Student Support Specialist works with our students and their behaviors. She often acts as a triage for disciplinary issues sent to the office, able to mediate with students where appropriate and send them back to class. This year she was a part of our PBIS Committee and took on the responsibility of entering all student discipline data into SWIS so that we could run reports reflecting grade levels, areas on campus, times of day, specific students, etc. Additionally, she continued working with our Whanau Fridays girls' groups bringing in guest speakers and worked closely with our STARS Site Lead who ran the boys' group Fortify, even providing a positive field trip for students of the two groups.
1.4 Provide tutoring for students with intensive needs (as measured by STAR Early Literacy Diagnostic and/or SIPPES) and not serviced by an IEP. We will attempt to provide tutoring through college students and/or Instructional Assistants first, and if we face difficulty procuring them, we will offer it to our teachers.	This year we had 13/19 mainstream teachers provide tutoring for our students, and as of May 19, there had been 82.5 hours of tutoring submitted (verified by teacher timesheets). Each tutoring session averages approximately six students.
1.5 Provide professional development for staff that focuses on collaboration of staff members for the benefit of student learning.	We are sending nine teachers and Mr. Preston to a PLC Conference this July to bring back more information to the rest of the staff about ways to improve staff collaboration so that we are working to provide a more comprehensive intervention process school wide to increase student learning, increase our effectiveness and decrease potentially unnecessary student referrals to special education.

GOAL #2

Providing supplemental materials, supplies, services to enhance student mastery of the standards taught.

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

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1 Purchasing/replacing instructional technology that will assist teachers in helping students learn and demonstrate mastery of the Common Core State Standards.	This year we have purchased 24 iPads, 13 30-capacity Chromebook carts, 1 Smartboard, Smartboard accessories, 3 printers, 2 LCD projectors, 4 CPUs in addition to various other purchases.

GOAL #3

Increasing parent involvement in the school.

What data did you use to form this goal (findings from data analysis)? All data indicates that increased parent involvement will result in increased student performance.	What did the analysis of the data reveal that led you to this goal? See information to the left.
Who are the focus students and what is the expected growth? The entire school.	What data will be collected to measure student achievement? All data mentioned in earlier two goals.
What process will you use to monitor and evaluate the data? Parent and student involvement in the school and in its activities such as Curriculum Nights, Parent Information Nights, field trips that enrich learning, etc.	Actions to improve achievement to exit program improvement (if applicable). 1. Maintain close and constant communication with our parents to keep them apprised of their student's academic and behavioral performance, ways they can become more active in the school, how they can help their student(s).

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal		Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
3.1	Purchase Parent Institute School Success Web Content Service and Complete Toolkit on Parent Involvement.	We continued both of these services this school year. The information was accessible via our school website and Facebook page.
3.2	Printing costs for our Volunteer Handbooks and monies required for providing partial scholarships for parents to be fingerprinted through our district so that they may help in classrooms and at school functions.	We continued our mandatory Volunteer Training this year and trained approximately 25 new parents and provided refresher training for 10 more parents. We also provided \$962 towards fingerprinting for parents and volunteers.

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

School: Cedar Lane Elementary School

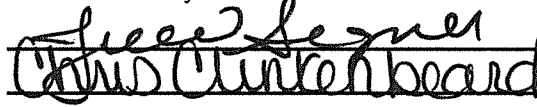
Principal: Jill Segner

School Site Council Certification

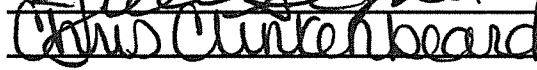
The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on 6/8/17.

Principal's Signature:



SSC Chair Signature:



GOAL #1

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

What data did you use to form this goal (findings from data analysis)? Data revealed students were not making one year of growth as evidenced by ongoing monitoring	What did the analysis of the data reveal that led you to this goal? Students that had reading skills were able to maintain those skills. Those that did not, just stayed where they were or made small growth. Analysis of the data revealed early intervention was necessary to move students forward. Additionally many students were determined to have hearing loss, no glasses or out of date prescriptions and/or very poor attendance.
Who are the focus students and what is the expected growth? CELDT growth should be 1+ year as evidenced by the results of the assessment.	What data will be collected to measure student achievement? Data will include CELDT Assessments and benchmark exams. Other on-going assessments will be through STAR Reading and STAR Early Literacy. This will be done monthly or bi-monthly to monitor on-going student growth.
What process will you use to monitor and evaluate the data? We will look at the results of tutoring assessments and monitor STAR Reading, and STAR Early Literacy. We will evaluate the CELDT scores..	Actions to improve achievement to exit program improvement (if applicable). Increase student achievement on CELDT. Increase student achievement on ELA CCST and Wonders embedded assessments. Increase student achievement on Math CCST and GO Math embedded assessments.

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1 Staff Member to facilitate technology to make it usable at the site for teachers and students. This teacher will assist in lesson development and integration of Core Curriculum and technology.	The staff member was able to trouble-shoot many computer issues that allowed Chrome books to be returned to the classroom immediately and be put into use.

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.2 2 Ongoing high quality professional development is a powerful means to assist teachers in their work with all students. The employment of effective high quality teaching strategies is essential in improving the academic achievement of each and every student. Professional development to enhance teacher skills and refocus plans for student achievement. These opportunities are provided in and out of the district. Areas of focus will include EL development as well as specific school topics. In-house training will also provide teachers the opportunity to hone their skills right on our campus. Articulation releases teachers to meet at a grade level during the school day, two grade levels per day, 2 days per month. Substitute costs are also included to make the professional development and growth possible for classroom teachers. This list includes, but is not limited to: EL Conference, CUE, Title 1 Conference, SCOE, Behavior Mod Conference and expenses related to PD/Conference travel. Out of District Training 01 3010 0 1110 1000 5220 105 4100 Substitutes for Training 01 3010 0 1110 1000 1105 105 4100	CUE- Staff attending came back with information and practices that enhance the classroom instruction as evidenced by more uses of the current technology here at CLE. PBIS- Principal attended, learned more ways and venues to support students in a positive manner. Some of these strategies will be implemented in the 17-18 school year. Discovery Learning- sent staff to learn methods and applications of the use of the Discovery Learning website. More teachers used Discovery because of the training. Strength Based Training- Staff learned more about the rest of the staff and it helped us build relationships as we seek to understand each other. Often heard teachers discussing their strengths.
1.3 Technology for students and staff. Laptops are used to integrate technology to support the core curriculum. iPads are used in Special Education and regular education classrooms to engage students in their individual learning experience. Chrome books for upper grades to do the same. Replacement of short throw projectors and 2 OSMO for ipads. 1 pad covers, Bulbs for short throws. Replace short throw projectors.	At the conclusion of this year, we will have replaced all but two short throw projectors with ultra short throws. These projectors have been instrumental in presenting lessons through GoMath and other programs. Previous projectors were dark and showed no color.
1.4 Contracts and support materials will be purchased to compliment the core curriculum through supplemental programs such as Discovery Education, Starfall, Brain Pop, Moby Max	These programs have engaged students independently and through class discussions. Starfall helps primary students learn their ABC's and numbers, build words, and identify colors. Brain Pop has mini presentations that enhance the learning environment. Additionally there are other extension activities and a quiz to ensure the students understand what is presented. Moby Max is an online learning activity that initially tests students to determine where the gaps are in their education. The program then begins the student where they are and moves them through Reading, grammar, spelling, math, and science. We have 357 active students completing 4,530 standards. Students have completed 1,377 tests through 5,827 lessons. Problems completed are a whopping 374,319 in 8 subject areas. This resource is available at home as well as school.
1.5 Copiers in a Title I schoolwide school provide expanded options to introduce and reinforce concepts outlined in pages of the core textbooks. Teachers utilize copiers to prepare hands-on applications and complimentary resources creating a differentiated learning environment. The purchase allows for introduction of multiple methods to reach students. Students who are not able to grasp concepts through a textbook alone will have additional exposures to increase student comprehension and move students toward mastery. Supplemental instructional aids are critical when site goals are focused on closing the achievement gap. Integrated level intervention programs require supplemental materials to be copied on a daily basis	Copies enhance the learning environment by supporting students where they are and working to where they need to be

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.6 Supplemental materials and programs to enhance the California state adopted curriculum will be purchased. These items include, but are not limited to, paper and printer ink to support supplemental programs such as: Renaissance, GLAD Strategies, Read Naturally, Wonders workbooks that are not part of the core, Starfall worksheets, and Handwriting Without Tears, Head phones Supplementary materials to enhance the classroom environment and to create complete usage of programs such as AR, Starfall, Materials for supplemental projects, Leveled books, Reading intervention, SIPPS,	We use supplemental programs to enhance and remediate student deficits. We have three paraeducators that work with students in order to provide SIPPS. SIPPS is a proven method that assists students in how to break apart multi-syllabic words. We have found also, through data, most students need more practice at fluency.
1.7 Print Shop to create learning aids to supplement classroom instruction and provide other printing needs.	The Print shop prints posters and sets of homework. The homework provides an extension of the school day. The Print Shop additionally prints posters that support our PBIS program.
1.8 PBIS incentives	We purchased only a few PBIS incentives this year. We had many leftover from Christmas. We continue to look for new ideas to reward positive behavior.
1.9 After-school tutoring. All students will be considered and be invited to attend based on need and standards currently being addressed.	Did not provide this year.
1.10 Web-page updates and monitoring	Did not need. Mr. Rogers updated the web page

GOAL #2

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

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

Please report progress in actions implemented this year:

Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.	
Actions To Be Taken To Reach This Goal	Primary language para-educators work to support second language students, bridging from their native language and English they are learning
2.1 Primary language para-educators will deliver direct services to students. They will help bridge the language barrier to enhance instruction, provide tutoring, and implement EL instruction.	2.1 and 2.2 Our para educators did a wonderful job this year. We are seeing great growth out of the primary classrooms. So much so, we are expanding para support to the upper grades. We have developed a plan for structured intervention for the upcoming year where every teacher will be doing schedule intervention during their time period. This will include ALL students, RSP and SDC.
2.2 3 Para educators to provide intervention to students not reading at grade level. Services will include but are not limited to SIPPS and Read Naturally.	New computers for all teachers. We had good success retiring older computers. Still need to buy two short throw throws; Music and Sidher.
2.3 Computers and ipads are necessary for staff and students. Computers for teachers in order to run technology rich computers. The need to update computers is an ongoing issue.	

GOAL #3

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

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

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal		Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
3.1	Activities for parents. Parents have request ESL classes.	An average of 12 students per session. Some were higher and lower based on family dynamics and the time of the year. Additionally, parents were given activities to work with their children in order to instruct them in English as well. I.e., teaching the alphabet or sight words.
3.2	Preschool Transition Plan A Passport Program will be implemented by Childhood Development to fortify stronger linkages between home, preschool, and kindergarten beginning in the 2008-2009 school year. The data collection instrument will provide valuable information from the preschool teacher about each individual child plus survey parents so the kindergarten teacher has a better understanding of the needs of the entire family. This occurs between Childhood Development and the elementary site. A passport meeting will be held at the end of each school year so the collected data may be shared amongst the preschool teachers, kindergarten teacher Child Development Director, and school site principal.	
3.3	Parent Academy	

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

School: Cordua Elementary School

Principal: Ashley Vette

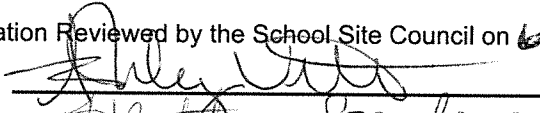
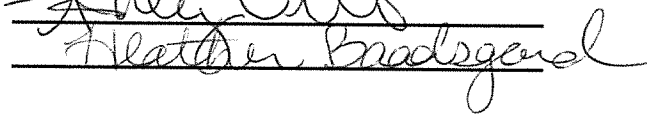
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Annual Program Evaluation Reviewed by the School Site Council on 6-9-17

Principal's Signature: _____

SSC Chair Signature: _____

GOAL #1

Improving Student Performance in English Language Arts and Math:

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

What data did you use to form this goal (findings from data analysis)? • The California Standards Tests for ELA and Math from 2015-2016 • District Benchmark Assessments for ELA and Math	What did the analysis of the data reveal that led you to this goal? 2015-2016: Only 25% of our 3rd – 5th grade students are performing at or above the proficient level in ELA. District benchmarks also reveal that not all of our students are performing at grade level. In fact, according to the K - 5th grade assessments, less than half of our students are at or above the proficiency level. 2015-2016: According to last year's test data for Math, 24% of our 3rd – 5th grade students are performing at or above the proficient level. District benchmarks show that approximately half of our students are at or above the proficient level. It is believed that our students have the potential to perform at a much higher level of proficiency than that. Data from the 2016-2017 school year is considered to be baseline data. For the 2017-2018 school year, we will use this information to determine appropriate goals and interventions.
Who are the focus students and what is the expected growth? We will be focusing on all students in K – 6th grades with a stronger emphasis on students who scored below proficient on the 2015-2016 CST English Language Arts and Math assessments and on the District Benchmarks and/or program assessments. We will be using the new district benchmarks, and current test data to monitor our students' growth toward proficiency of the Common Core State Standards. These benchmarks will be utilized to create intervention plans for students who are not demonstrating proficiency of specific standards, to inform instructional practices including differentiated instruction, and as a tool for communicating student progress.	What data will be collected to measure student achievement? • District benchmark assessments • program assessments for Wonders and Go Math • Classroom formative assessments • CELDT results • Student progress towards mastery of the CCSS as measured by the standards-based report card

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

Actions To Be Taken To Reach This Goal		Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1	Provide classroom intervention in a small group setting targeting students who are working below grade level in ELA and Math to reteach essential standards, promote critical thinking skills, and reinforce academic language to ensure that all students receive quality classroom instruction in order to increase academic achievement.	
1.2	Provide before and/or after school tutoring targeting students who are below proficient in ELA and Math as a form of intensive intervention to preteach and reteach essential standards, promote critical thinking skills, and reinforce academic language.	
1.3	Provide technology components and supplies to support and compliment the implementation of the district adopted ELA and Math curriculum and supplementary curriculum via the SmartBoard and ELMO. This will support the Common Core State Standards, enhance active student engagement, and develop the technology skills necessary for college and career readiness. This also includes continuing the supplemental Renaissance Learning contract for Accelerated Reader / Accelerated Math and the Waterford contract or a comparable program to help improve ELA and Math skills. These programs will provide students with ongoing support to master grade level standards and comprehension skills and will provide teachers with critical data to identify students needing additional intervention to promote proficiency of the CCSS.	
1.4	To vary instructional strategies and provide equitable educational opportunity for all students, provide supplementary instructional materials that support the district adopted curriculum and the Common Core State Standards. This will allow teachers to present core concepts through multiple avenues to move students toward mastery, as well as target students who are not proficient in ELA and Math.	
1.5	Provide highly engaging books and resources to supplement the Library. Emphasis will be on informational text resources. This will motivate students to read and as a result, improve ELA skills.	

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.6 Ongoing high quality professional development is a powerful means to assist teachers in their work with all students. The use of effective high quality teaching strategies is essential in improving the academic achievement of each and every student. Professional development to enhance teacher skills and refocus plans for student achievement. These opportunities are provided in and out of the district. Areas of focus will include EL development as well as specific school topics. In-house training will also provide teachers the opportunity to hone their skills right on our campus. Articulation releases teachers to meet as a grade level during the school day. Substitute costs are also included to make the professional development and growth possible for classroom teachers.	

GOAL #2

Shared Responsibility Through School Community Involvement:

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

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

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1 Facilitate parent workshops and curriculum nights, which will provide parents with ELA, Math, Science, Social Science, P.E., technology, and discipline strategies to incorporate at home to support students in building academic success. These strategies will be aligned with the Common Core State Standards used in the classroom to create a stronger home/school connection. Workshops will also be translated into primary languages, if needed.	
2.2 Use of parent and community volunteers in the classroom to provide small group intervention to targeted students and assistance as needed.	

GOAL #3

Professional Learning Communities:

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

What data did you use to form this goal (findings from data analysis)?	What did the analysis of the data reveal that led you to this goal?
• The California Standards Tests for ELA and Math from 2015-2016 • District Benchmark Assessments for ELA and Math	2015-2016: Only 25% of our 3rd – 5th grade students are performing at or above the proficient level in ELA. District benchmarks also reveal that not all of our students are performing at grade level. In fact, according to the K - 5th grade assessments, less than half of our students are at or above the proficiency level. 2015-2016: According to last year's test data for Math, 24% of our 3rd – 5th grade students are performing at or above the proficient level. District benchmarks show that approximately half of our students are at or above the proficient level. It is believed that our students have the potential to perform at a much higher level of proficiency than that. Through our work as a professional learning community, teachers will be gathering evidence for current levels of student learning, developing strategies and ideas to build on strengths and address growth areas in student learning, implement new instructional strategies, analyze the impact of the changes to find out what was effective and what was not, and apply what was learned in the next cycle of continuous improvement. We began a collaborative process with the five foothill schools. The entire group has met twice this school year and the 4th and 5th grade teams have met two additional times. We have engaged in work to unpack standards and pace the school year according to priority standards. Newly implemented district wide collaboration days will help the teams meet and continue the PLC work. Teachers are able to collaborate with colleagues teaching the same grade. This is something that hasn't been possible for the small schools. We look forward to continuing the work and developing our systems for sharing best practices and improving instruction.

Who are the focus students and what is the expected growth? We will be focusing on all students in K – 6th grades with a stronger emphasis on students who scored below proficient on the 2012-2013 CST English Language Arts and Math assessments, district benchmarks, and program assessments.	What data will be collected to measure student achievement? • District benchmark assessments • program assessments for Wonders and Go Math • Classroom formative assessments • CELDT results • Student progress towards mastery of standards as measured by the standards-based report card
What process will you use to monitor and evaluate the data? • Academic conferences between teachers and the principal • PLC collaboration time • Spreadsheets to analyze data • Academic and goal setting conferences between students, teachers, and the principal • Analyzing growth over time through improved practices and student learning • Review of district benchmark assessments, program assessments, classroom formative assessments, CELDT results, and student progress towards mastery of standards as measured by the standards-based report card	Actions to improve achievement to exit program improvement (if applicable). Not applicable.

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
3.1 Dedicate time each month for ongoing Professional Learning Communities (PLC) and academic conferencing each trimester to discuss student progress, pace and develop curriculum that is aligned with the Common Core State Standards, determine current levels of understanding, determine intervention groups, collaborate on instructional strategies that support the CCSS, analyze assessment results, and set goals for all students' academic achievement.	
3.2 Provide professional development opportunities, training, and peer observations to support teacher knowledge of effective teaching strategies within the Common Core State Standards to positively impact student achievement.	

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Annual Program Evaluation - 2016-17

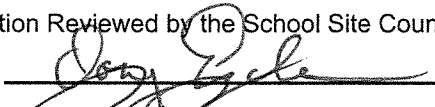
School: Mary Covillaud Elementary School

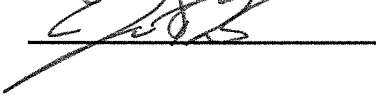
Principal: Doug Escherman

School Site Council Certification

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

Annual Program Evaluation Reviewed by the School Site Council on May 16, 2017.

Principal's Signature:  _____

SSC Chair Signature:  _____

GOAL #1

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

What data did you use to form this goal (findings from data analysis)? Data was used from CAASPP scores, accelerated reading scores, CELDT scores, teacher and grade level assessments.	What did the analysis of the data reveal that led you to this goal? The analysis at the data showed learners that are economically disadvantaged and second language learners need extra intervention and support to maintain five percent expected growth.
Who are the focus students and what is the expected growth? The focus groups are the economically disadvantaged and second language learners. The expected growth is five percent for each group as represented on the CAASPP scores.	What data will be collected to measure student achievement? Teacher and grade level assessments, report cards, California State Teaching and content standards and teacher observations.
What process will you use to monitor and evaluate the data? Teacher and grade level assessments, report cards, CELDT scores, accelerated reader scores, Looking at the Professional Learning Community assessments to determine growth of learners.	Actions to improve achievement to exit program improvement (if applicable).

Please report progress in actions implemented this year:

Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.	
Actions To Be Taken To Reach This Goal	
1.1 Dates were set aside in September and October to provide times for teachers to meet with every parent to go over the implementation of the Professional Learning Community (PLC), last year's assessments, goal setting for the current year, as well as signing the Parent Compact. Planning days were used to implement the PLC into the classroom. All students that are having difficulties in class will be brought to COST meetings which allows the COST team to determine future directions and interventions.	Ninety nine percent of the Parent Compacts were signed. That indicates that parent were aware of the (Professional Learning Community (PLC) and last year's assessment and future goals. With all grades levels implementing the PLC process, these planning were very valuable. All students with academic or social difficulties were brought to the COST team
1.2 EL Para-Educator took on the duties of helping in the interventions groups that allowed her to support English Limited (EL) learners.	All but two fourth and fifth grade learners that have been at the school for three or more years are in the process of being redesignated. Five percent of all EL learners were reclassified.
1.3 The first grade and Kindergarten classes used Waterford in the lab to support learners early intervention skills in reading through the use of technology at their reading level. Instructions and training is provided by a classroom teacher called a technology lead. Another lead serves the rest of the school in the use of Smart Boards, laptops, Chrome Books, and the use of the web including the SBAC.	At the present, less than fifteen students in both grades will be retained due to deficiencies in reading. All second through fifth grade learners have access daily to their own Chrome Book. First Grade shares Chrome Books between classroom. This use of technology and how to use it in the classroom was very evident during the state testing this year. Without exception, all learners were able to use technology to solve the problems given by the state.

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.4 Create and enhance a Kindergarten through Fifth Grade Library for learners to promote reading, having a direct contact with learners building and reading fluency by reading to learners and listening to learners read. Assists learners and teachers with classroom research project. Provide weekly read aloud to learners. Support reading by supporting and maintaining the Accelerated Reader program.	Forty one learners as of May 01, 2017, had over one hundred points. nineteen of the learners were EL learners. According to the Renaissance Data, reading proficiency first through fifth grades went up from fifty five to sixty seven percent. A twelve percent increase.
1.5 In order for all learners to reach mastery, Para-Educators were hired to assist in the instruction of small groups to work towards mastery.	One example is there are thirty one Kindergarteners who can now write a paragraph. Para-Educators are instructing first graders in higher levels of comprehension during these intervention/enrichment times..
1.6 Teachers are being sent to see professionals instruct on how to implement a PLC. A group went to Sanger Joint Unified School District and another group will be going to San Jose to learn how to implement a PLC.	Teachers used the information collected from these professional research based programs to implement the Professional Learning Community providing extra times for learners that need intervention as well as enrichment.
1.7 Teachers and learners will be given classroom supplies to aid learners in all demographics in mastering concepts by providing additional resources. Materials and supplies will be used to enhance core curriculum, and support direct instruction to learners as well as providing intervention and enrichment materials and supplies.	CAASPP scores in language arts went up five percent to fifty percent learner proficiency and in mathematics went up eleven percent from thirty two to forty three percent learner reaching proficiency. CAASPP scores for the 2016-2017 school year are at sixty-six percent proficient or above in Language Arts and are at fifty two percent proficient in Mathematics.

GOAL #2

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

What data did you use to form this goal (findings from data analysis)? Learners attendance reports, California crime reports, suspension rates, Choices attendance and disciplinary referral reports.	What did the analysis of the data reveal that led you to this goal? Looking at the data for the past years revealed that the school has remained the same on days of suspension (39). This data has been constant for three years. Four years ago we had 102 days of suspension. Also, Choices has also been eliminated. We have only had fifteen students in Choices. Alternatives to Choices have been classroom detention and campus beautification.
Who are the focus students and what is the expected growth? All learners will be the focus. Higher attendance by learners and less than forty days of suspension for the school year.	What data will be collected to measure student achievement? Disciplinary reports in regards to the days of suspension, number of students attending Choices, attendance percentage, referrals to SARB, and California state online reporting percentages.
What process will you use to monitor and evaluate the data? A monthly attendance report and monthly data on the number of learners sent to Choices, Saturday school, or suspended from the school	Actions to improve achievement to exit program improvement (if applicable).

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1 Auxillary services for learners and parents. The school is continually updating and revising our parent learner handbook/calender to promote communication to all stakeholders. Communication is also sent home through a monthly newsletter sharing the highlights of the school as well as important events within the month. The school sends out week communication to all parents about the events at the school which enhances parent involvement. The school also sends home learner referrals to parent when behavioral issues arise.	The parent/learner handbook was followed on all events except the ones when the school was closed due to potential flooding and when Marysville was evacuated. The various communication has helped in the increase of after school events as well as with school events during the school day. 344 grandparents were present for Grandparent's Day. 377 parents were present for Parent Day. 513 parents were present during Open House.

GOAL #3

Parent and community involvement at Mary Covillaud Elementary increases the educational opportunities for all learners. The student support coordinator, volunteer PASS officer, will act as a liaison between school personnel and referral sources to provide on-site and in-home support to families and is available for nonstructural appointments determined by family need. The student support coordinator and PASS officer will help provide friendly stability and guidance to help the youth and their families's focus their lives in a positive direction. The student support coordinator, teacher, Para-Educator, counselor and PASS officer will support, council, and educate families to build skills and confidence in their ability to develop solutions to their child's social, physical and education needs.

What data did you use to form this goal (findings from data analysis)? The number of economically disadvantaged learners including homeless. The percent of learners on free and reduced lunch.	What did the analysis of the data reveal that led you to this goal? The high percentage of economically disadvantaged learners at the school.
Who are the focus students and what is the expected growth? The focus learners are the economically disadvantaged learners. The expected growth is a five percent increase in attendance of said group plus an increase of five percent of said parents involved at the school site.	What data will be collected to measure student achievement? Parent conferences, learner attendance, community parent numbers and attendance at all school related activities.
What process will you use to monitor and evaluate the data? The school will keep track of our major parent events and record number of parents in attendance compared to previous year.	Actions to improve achievement to exit program improvement (if applicable).

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
3.1 Elementary student service coordinator assists with the school's responsibilities for attendance by making home visits, monitoring attendance, and coordination activities with teachers. Being a positive, motivating role model for learners with behavioral issues. To assist in seeking changes in the school's program to better prepare learners to succeed in life and in the core academic curriculum at the school site. To assist learners in hygiene and providing appropriate clothing so learners can concentrate on learning within the environment of the school. Be the lead for facilitating COST and SST meetings. The elementary student service coordinator is also involved daily in the PLC process.	The school has been able to meet the needs of learners through the use of the elementary student service coordinator. Also the school's academic scores went up in both Language Arts and Mathematics. CAAASPP scores in language arts went up five percent to fifty percent learner proficiency and in mathematics went up eleven percent from thirty two to forty three percent learner reaching proficiency. CAAASPP scores for the 2016-2017 school year are at sixty-six percent proficient or above in Language Arts and are at fifty two percent proficient in Mathematics.

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Annual Program Evaluation - 2016-17

School: Edgewater Elementary School

Principal: Lori Guy

School Site Council Certification

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

Annual Program Evaluation Reviewed by the School Site Council on 05/22/2017.

Principal's Signature:

Lori Guy

Date:

5/22/17

SSC Chair Signature:

Sherron H. Hudson

Date:

5-22-17

GOAL #1

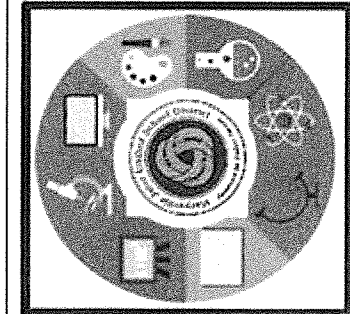
Increase the number of students and the percentage of students proficient and/or advanced in ELA and math as measured by the CAASP by 15%.

What data did you use to form this goal (findings from data analysis)? CAASP, program assessments, Accelerated Reader statistics, teacher assessments and student classroomwork. While our percentage of students proficient and advanced is increasing so is the target for the percentage of students to be proficient. It is realistic for us to increase our number of students proficient and advanced by 15% based on the number of students that are in the high basic levels.	What did the analysis of the data reveal that led you to this goal? Our ELA and Math proficiency rates are below the federal targets. Growth was evident in grade levels that provided intervention in ELA based on specific needs of students and that were reviewed after each district benchmark as evidenced in benchmark growth in most grade levels last year.
Who are the focus students and what is the expected growth? Students in grades k-6 (only 3-6 will have data from CAASP). Increase number of students proficient in ELA and math based on ongoing assessments.	What data will be collected to measure student achievement? STAR reading; early literacy assessments, CAASP, ELA; MJUSD curriculum/program assessments; Accelerated Reader participation and success rate; Read Naturally assessments; teacher assessments and student classroomwork performance; , attendance rates
What process will you use to monitor and evaluate the data? Grade level articulation meetings after each benchmark will monitor and evaluate the data. In addition, the grade level articulation team will review progress data provided by the intervention groups, prepare intervention plans and share with our elementary student support specialist and principal.	Actions to improve achievement to exit program improvement (if applicable). Intervention groups developed by grade level to improve student achievement based on students skills and needs reviewed in grade level articulation meetings and adjusted based on student progress. Provide additional after-school tutoring. Provide staff development and provide content experts for consultation.

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1 Provide intervention with extended learning time. Provide during school and after-school intervention to students who are performing below proficiency in ELA and/or math. Grade levels will have a common established intervention time and para-educator support will be provided during that time. Intervention groups will be continuously monitored and adjustments will be made based on student needs and performance. Supplemental materials to include online intervention programs (i.e., Waterford) and materials needed for workshop/intervention time.	Waterford was purchased in late March. All k students used the program, 25 1st and 12 Intervention or RSP students. All students progressed at least 1/3 of a level with 25 increasing a level in reading. 80% of reading intervention students were at least approaching grade level standard and an additional 15% met and or were above grade level standard and dismissed from intervention services. A 25% reduction in referrals were made for math support for students not meeting standard. Three 3.5 hour para-educators provided intervention support in reading and math.
1.2 Provide release time and/or extra duty time for professional development in the form of articulation, data analysis, and peer observations. Release time for peer observations and opportunities to dialogue with other teachers about effective teaching strategies, classroom management techniques, curriculum alignment, student achievement, etc. Provide extra duty pay for consultation with expert teachers to provide support to individual teachers and/or participate in grade level articulation to support teachers. Provide extra duty for technology representative to provide demo lessons, share resources and provide peer observations. Provide approximately 1 day per month release time for the intervention teacher to articulate with classroom teachers and provide academic progress updates to parents. Teacher, parents and intervention teacher will work on improvement plans together in coordination of our elementary student support specialist and will be documented on SSTs or IEPs. Provide online opportunities for professional development (i.e Global PD). Provide conference opportunities and conference related expenses.	Maria Nielsen provided staff development for all teachers for one day in May. Weekly collaboration time was established for all grade levels. Curriculum has been analyzed and mapped out for the 2017-18 school year. Grade levels will continue to meet and determine necessary supplementary materials to increase student performance and achievement toward standards. 22 initial SSTs were held with an additional 9 follow ups. K teachers used time to evaluate student progress toward standards and prepare intervention strategies using 3 days each.

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.3 Provide an Elementary Student Support Specialists for 3.75 hours each per day to work with students, teachers, other school staff and parents to help ensure student success both behaviorally and academically. Elementary Student Support Specialist will also focus on community volunteers, coordinating parent volunteers, relationships and business partnerships.	22 initial SSTs were held with an additional 9 follow up SSTs. 26 students were monitored for academic, social or emotions needs as needed with 6 needing continuous support year long. Group sessions included a leadership group, basketball, fourth grade and a fifth grade social mediation group. 18 parent teacher conferences were attended by the Elementary Student Support Specialist in the fall with an additional 8 throughout the year. Over 104 volunteers helped throughout the year with 54 continuous volunteers.
1.4 Increase parent involvement and home to school communication. Parents that are volunteering on a regular basis need to be fingerprinted. With Title 1 parent involvement funds, we will fingerprint 15 parents and with PTO and Lottery funds, another 20 parents will be fingerprinted.	8 parents were fingerprinted using parent involvement funds. A total of 23 parents were fingerprinted this year.
1.5 Provide parents with written information, newsletters, phone calls to increase communication. Provide materials and supplies for parent meetings and an annual volunteer appreciation celebration.	Parent newsletters were sent out and posted on our district website monthly from August through June. Supplemental written information was sent out as needed for special events. A calendar was sent home to each parent listing all scheduled events for the year. Phone calls using school messenger went out for timely notification of events and/or important information.
1.6 Provide technology support for students through IPADs K-2 and Chromebooks (3-6). This technology will increase student access to multiple learning tools and devices, as well as through Smartboard lessons. Accessories will also be purchased including a cart for storage and charging, protective covers, keyboards, headphones and programs. Other technological devices may be provided including electronic readers, laptops, etc. Provide desk top computers with up to date technology for each classroom to access supplemental instructional programs and resources. Provide projectors for use with Smartboards and document cameras.	4 carts of 40 Chromebooks are available to grades 4-6. Additionally each third grade classroom has 12 and RSP has another 12. Grades 4-6 have an additional 6 Chromebooks in each classroom. Students use technology on a daily basis in the classrooms. Students utilized supplemental IXL, Waterford, Accelerated Reading, More Starfall and other programs on a daily basis. Students passed 35,387 comprehension tests using technological devices to access quizzes. Reports and presentations were completed in grades 2-6 utilizing supplemental technology resources.



Edgewater Elementary School

2017-18

Targeted Funds for Academic Achievement

Date: 5/22/2017

District Goal

Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population.

School Site Actions To Be Taken To Reach This Goal	Proposed Expenditures	Estimated Cost
1. Provide technology support for students through IPADs K-2 and Chromebooks (3-6). This technology will increase student access to multiple learning tools and devices, as well as through Smartboard lessons. Accessories will also be purchased including a cart for storage and charging, protective covers, keyboards, headphones and programs. Other technological devices may be provided including electronic readers, laptops, etc. Provide desk top computers with up to date technology for each classroom to access supplemental instructional programs and resources. Provide projectors for use with Smartboards and document cameras.	Ipads (not currently funded) Carts (not currently funded) Accessories equipment	
2. Provide supplemental instructional materials and technology to improve instruction, and provide students with extended learning opportunities.. Provide classroom funds to purchase supplemental materials, supplies, games to supplement curriculum and provide for differentiated instruction. This may include materials needed for workshop time including listening centers and supplies needed (batteries, CDs). Laptops will provide integrated lessons with the Smartboards	instructional materials	TARG 12,760

Targeted Funds for Academic Achievement for Edgewater Elementary School

School Site Actions To Be Taken To Reach This Goal	Proposed Expenditures	Estimated Cost
and supplemental instructional supports (i.e., audio/visual).		
3. Provide Literacy Resource Technician so the library will be accessible to students and staff providing materials to supplement the curriculum, opportunities for students to continue a deeper study of concepts presented in class. The library will support and encourage students to read and provide incentives and motivation for students to gain exposure to various genres available in the library. Coordinate opportunities for parents and community members to visit the library, read to students and participate in school-wide literacy events (i.e., Read Across America, read-a-thon).	Literacy resource technician	TARG 35,000
4. Provide technology resources for intervention including Waterford and other intervention programs Accelerated Reading, Math in a Flash, English in a Flash, IXL (math and ELA), Read Naturally, Enchanted Learning, More Starfall, Apple apps and technology for student assessments and access to district data resources. Provide listening centers for intervention groups and classroom workshop activities. Provide additional desktop computers in 2nd grade for supplemental writing and intervention program use. Provide Chromebooks and charging stations for intervention groups and classroom workshop activities.	Contracts computers Chromebooks Charging stations	TARG 16,000
5. Provide release time and/or extra duty time for professional development in the form of articulation, data analysis, and peer observations. Release time for peer observations and opportunities to dialogue with other teachers about effective teaching strategies, classroom management techniques, curriculum alignment, student achievement, etc. Provide extra duty pay for consultation with expert teachers to provide support to individual teachers and/or participate in grade level articulation to support teachers. Provide extra duty for technology representative or content experts to provide demo lessons, share resources and provide peer observations. Provide approximately 1 day per month release time for the intervention teacher to articulate with classroom teachers and provide academic progress updates to parents. Teacher, parents and intervention teacher will work on	substitutes extra duty	TARG 7000

School Site Actions To Be Taken To Reach This Goal	Proposed Expenditures	Estimated Cost
improvement plans together in coordination of our elementary student support specialist and will be documented on SSTs or IEPs.		
6. Provide student planners for each student in grades 3-6. The planners will serve as a communication tool between the classroom and home. Additionally the planners will provide organizational and planning skills including goal setting, identifying procedures in the task, identifying parts of the task and assigning time to the task. All of these help build cognitive strategies necessary for achievement as identified in A Framework for Understanding Poverty by Ruby Payne.	Planners	TARG 1250
7. Provide classroom release time and/or extra duty for teachers to articulate with other teachers about EL students, observe classes and communicate with parents about their child's progress and academic needs. Teachers may also meet with groups of parents providing information and seeking their input.	Extra duty	TARG 1500
8. Provide intervention with extended learning time. Provide during school and after-school intervention to students who are performing below proficiency in ELA and/or math. Grade levels will have a common established intervention time and para-educator support will be provided during that time. Intervention groups will be continuously monitored and adjustments will be made based on student needs and performance.	Extra duty	TARG 18000
9. Enable teachers to prepare supplemental intervention materials by providing duplicating machines, supplies, materials and services. Materials may also be sent to the print shop for duplication, enlargement and/or lamination.	paper Print shop printer cartridges copier maintenance contracts	TARG 7500
10. Provide library books and electronic devices for students to use in the library to maximize supplemental resources. Increase library collection to meet the needs of students and supplement classroom instruction. Provide a document camera to provide visual instructional material for the students. The priority will be for A/R books, non fiction, and vocabulary building books as recommended by Isabel Beck. Additionally we will start building a library of e-books.	3 desktop computers Library books ebooks document camera books	

2017-18 Program Expenditure Summary

Total Allocation		Total Expenditures	Balance
Targeted	99,010	99,010	0
Targeted Carryover			0
Total		99,010	

2016-17 Targeted Evaluation

School Site Actions To Be Taken To Reach This Goal	How did the Action Elevate Student Achievement?
1. Provide technology support for students through iPads K-2 and Chromebooks (3-6). This technology will increase student access to multiple learning tools and devices, as well as through Smartboard lessons. Accessories will also be purchased including a cart for storage and charging, protective covers, keyboards, headphones and programs. Other technological devices may be provided including electronic readers, laptops, etc. Provide desk top computers with up to date technology for each classroom to access supplemental instructional programs and resources. Provide projectors for use with Smartboards and document cameras.	4 carts of 40 Chromebooks are available to grades 4-6. Additionally each third grade classroom has 12 and RSP has another 12. Grades 4-6 have an additional 6 Chromebooks in each classroom. Students use technology on a daily basis in the classrooms. Students utilized IXL, Waterford, Accelerated Reading, More Starfall and other programs on a daily basis. Students passed 35,387 comprehension tests using technological devices to access quizzes.
2. Provide supplemental instructional materials and technology to improve instruction, and provide students with extended learning opportunities.. Provide classroom funds to purchase supplemental materials, supplies, games to supplement curriculum and provide for differentiated instruction. This may include materials needed for workshop time including listening centers and supplies needed (batteries, CDs). Laptops will provide integrated lessons with the Smartboards and supplemental instructional supports (i.e., audio/visual).	The number of students at risk for retention was 53. Only seven students were retained at the end of the year. Students passed more than 35,387 reading comprehension tests and grew an average of 1.5 grade levels. Second and third grade students showed a 40% increase in reading comprehension and were able to demonstrate comprehension in oral reports! Students meeting grade level standards in math assessments increased by an average of 15%. Referrals for support services in math decreased by 25%.
3. Provide Literacy Resource Technician so the library will be accessible to students and staff providing materials to supplement the curriculum, opportunities for students to continue a deeper study of concepts presented in class. The library will support and encourage students to read and provide incentives and motivation for students to gain exposure to various genres available in the library. Coordinate opportunities for parents and community members to visit the library, read to students and participate in school-wide literacy events (i.e., Read Across America, read-a-thon).	Students passed 35,387 comprehension tests, read 41,207 books and 145,332,302 words. 70 students earned bronze medals for reading, 66 silver and 151 gold for a total of 287 medals. 26,244 books were checked out from the library and 1,853 books were used in library only. 54 volunteers participated in our Read Across America day. Weekly presentations were made to each class. After-school, parents and students utilized the library with many students attending daily to take Accelerated Reading quizzes. The library is also available and utilized by student at recess and lunch in addition to their weekly class visit.
4. Provide technology resources for intervention including Waterford and other intervention programs Accelerated Reading, Math in a Flash, English in a Flash, IXL (math and ELA), Read Naturally, Enchanted Learning, More Starfall, Apple apps and technology for student assessments and access to district data resources. Provide listening centers for intervention groups and classroom workshop activities. Provide additional desktop computers in 2nd grade for supplemental writing and intervention program use. Provide Chromebooks and charging stations for intervention groups and classroom workshop activities.	Students passed 35,387 comprehension tests, read 41,207 books and 145,332,302 words. 70 students earned bronze medals for reading, 66 silver and 151 gold for a total of 287 medals. Waterford was purchased late March. 123 students utilized the program. 25% made it to level 3. Five students progressed to level 3. Data will be more complete and informative as it will encompass more time and concepts. 80% of intervention students reached grade level or above standard.
5. Provide release time and/or extra duty time for professional development in the form of articulation, data analysis, and peer observations. Release time for peer observations and opportunities to dialogue with other teachers about effective Targeted Funds for Academic Achievement for Edgewater Elementary School	Maria Nielsen provided staff development for all teachers for one day in May. Weekly collaboration time was established for all grade levels. Curriculum has been analyzed and mapped out for the 2017-18 school year. Grade levels will continue to meet and

School Site Actions To Be Taken To Reach This Goal	How did the Action Elevate Student Achievement?
teaching strategies, classroom management techniques, curriculum alignment, student achievement, etc. Provide extra duty pay for consultation with expert teachers to provide support to individual teachers and/or participate in grade level articulation to support teachers. Provide extra duty for technology representative or content experts to provide demo lessons, share resources and provide peer observations. Provide approximately 1 day per month release time for the intervention teacher to articulate with classroom teachers and provide academic progress updates to parents. Teacher, parents and intervention teacher will work on improvement plans together in coordination of our elementary student support specialist and will be documented on SSTs or IEPs.	determine necessary supplementary materials to increase student performance and achievement toward standards. 22 initial SSTs were held with an additional 9 follow ups. K teachers used time to evaluate student progress toward standards and prepare intervention strategies using 3 days each.
6. Provide student planners for each student in grades 3-6. The planners will serve as a communication tool between the classroom and home. Additionally the planners will provide organizational and planning skills including goal setting, identifying procedures in the task, identifying parts of the task and assigning time to the task. All of these help build cognitive strategies necessary for achievement as identified in A Framework for Understanding Poverty by Ruby Payne.	All students received planners. The planners provided continuous communication with parents.
7. Provide classroom release time and/or extra duty for teachers to articulate with other teachers about EL students, observe classes and communicate with parents about their child's progress and academic needs. Teachers may also meet with groups of parents providing information and seeking their input.	40 EL students were reclassified to English proficient and were at or above standard and as compared to their grade level peers. EL facilitator met with each teacher and monitored EL students' progress in standards. Additionally provided tutoring and/or assigned students to other tutoring groups.
8. Provide intervention with extended learning time. Provide during school and after-school intervention to students who are performing below proficiency in ELA and/or math. Grade levels will have a common established intervention time and para-educator support will be provided during that time. Intervention groups will be continuously monitored and adjustments will be made based on student needs and performance.	11 teachers provided over 637 hours of tutoring serving 93 students in ELA and 71 students in math. 95% of students in after-school tutoring were meeting grade level standards or approaching in ELA and math in May . 80% of students in intervention reached grade level standard or above. In first grade, after-school students gained from 8 to 21 words per month on high frequency words. Students in two different 2nd grade tutoring groups showed an increase in reading fluency by 40% and at least a 40% growth in reading comprehension. The average reading level growth was 1.6 years of growth. 28 fifth grade students receiving tutoring in math showed growth in assessment scores and were near or at meeting the grade level standard out of 30 attending after-school sessions.
9. Enable teachers to prepare supplemental intervention materials by providing duplicating machines, supplies, materials and services. Materials may also be sent to the print shop for duplication, enlargement and/or lamination.	80% of intervention students reached grade level standard or above. 15% of intervention students gained two or more years in grade equivalent score in reading. Student referrals for math support decreased by 25%. 87% of all students were approaching, at, or above grade level standards on teacher assessments in ELA and math grade level standards.
10. Provide library books and electronic devices for students to use in the library to maximize supplemental resources. Increase library collection to meet the needs of students and supplement classroom instruction. Provide a document camera to	Students passed 35,387 comprehension tests, read 41,207 books and 145,332,302 words. 70 students earned bronze medals for reading, 66 silver and 151 gold for a total of 287 medals. 26,244 books were checked out from the library and 1,853 books were

School Site Actions To Be Taken To Reach This Goal	How did the Action Elevate Student Achievement?
provide visual instructional material for the students. The priority will be for A/R books, non fiction, and vocabulary building books as recommended by Isabel Beck. Additionally we will start building a library of e-books.	used in library only. Weekly sessions with the Literacy Resource technician provided for exposure to a variety of books and genres.

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

School: Ella Elementary School

Principal: Rob Gregor

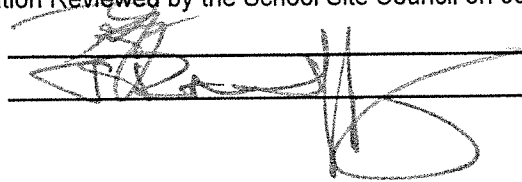
School Site Council Certification

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

Annual Program Evaluation Reviewed by the School Site Council on 05/22/2017.

Principal's Signature:

SSC Chair Signature:

The image shows two horizontal lines for signatures. The top line has a handwritten signature that appears to be 'Rob Gregor'. The bottom line has a handwritten signature that is more stylized and difficult to decipher, possibly 'J. B. Smith'.

GOAL #1

Students will make academic growth/progress on three forms of measures: 1) SBAC Scores 2) CELDT Scores 3) Show a growth on the API and the subgroups of AYP

A. Ella will focus on EL, ELA and Math strategies to provide high quality first instruction. The strategies will enhance the learning environment for all Ella students. Ella Teachers will participate in direct instruction, lessons and intervention in EL, ELA and Math instruction. Teachers will jointly plan, observe, analyze and refine classroom lessons based on both the long-term goals for EL, ELA and Math students and the goals of a particular subject area or unit. This will require monthly articulations, intervention and tutoring to respond to the lessons -including what the students learned and student engagement.

B. On going PD will be used to assist teachers in their work will all students. The development of high quality first instruction and active student engagement will be used to improve academic achievement in every Ella student.

C Professional Development for all staff to help foster growth in EL, ELA, Math, Science, Social Science and behavioral management.

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

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1 Ella Elementary will focus on EL and ELA strategies to provide high quality first instruction. These strategies will enhance the learning environment for all students. Teachers will voluntarily participate in Lesson Study and provide focused ELD and ELA lessons and interventions. Teachers jointly plan, observe, analyze, and refine classroom lessons based on both the long-term goals for ELA/EL students and the goals of a particular subject area or unit. Lesson Study also requires educators to study how students respond to these lessons – including their learning and engagement. Additional Lesson study and tutoring will allow for teachers to meet and improve their skills at providing higher level questions and adding more rigor to the curriculum. This will serve ALL students at Ella. Teachers meet weekly to develop lessons for all students to raise the rigor and develop higher level questions based on Bloom's Taxonomy. Staff Member to train ELAC and to drive the committee into a functioning, active body. Staff Member to facilitate technology to make it usable at the site for teachers and students. This teacher will assist in lesson development and integration of Core Curriculum into technology. Classified Staff will set up meetings with parents and provide interventions for parents and students. The staff will help parents and students with communication of events and meetings to make sure parents and students are at the meetings and to provide written and verbal communication where needed.	This year Ella redesignated 11 students using: Teacher collaboration for lesson study using EL strategies EL teaching and learning strategies introduced through GLAD and SIOP Trainings; were brought to the staff and shared during staff development time by lead teachers who attended the conferences. Differentiated EL learning was enhanced through technology that allows for hands-on placed lessons tailored to student's individual abilities and progress. Training for staff using released items for the CELDT prepared staff for how questions were asked. Using the rubrics that are available, teachers modeled and taught writing strategies that enhanced their writings.
1.2 Ongoing high quality professional development is a powerful means to assist teachers in their work with all students. The employment of effective high quality teaching strategies is essential in improving the academic achievement of each and every student. Professional development to enhance teacher skills and refocus plans for student achievement. This will include support from outside areas that promote PLC's and those coming to the site to provide PD for staff on PLC's. These opportunities are provided in and out of the district. Areas of focus will include EL development as well as specific school topics. In-house training will also provide teachers the opportunity to hone their skills right on our campus. Substitute, food and mileage costs are also included to make the professional development and growth possible for classroom teachers. This list includes, but is not limited to: CAFE, EL Conference, CUE, Title 1 Conference, SCOE, GLAD, Science, CLES, Common Core trainings and Behavior Mod Conference. Additionally, staff will attend trainings that will enable staff to develop a critical and necessary mission and vision of Ella.	Professional Development included but was not limited to: Computer Using Educators 20% CLES Conferences 10% Weekly Articulation 100% CELDT Training 100% GLAD Training 100% Site Level PD 100% Please note, while the percentages may indicate a small number, the attendees were not the same for each training. These conference attendees shared their experiences at Staff Meetings and minimum day articulations and meetings. They provided ongoing support to others not in attendance.
1.3 Elementary Student Support Specialist will help motivate EL students and parents to improve academic skills, attendance and attitude. Provide EL students and parents with academic counseling, Motivational Assemblies, Monitoring and maintaining EL student's achievement. Provide supplemental intervention for EL students. Pacing of Standards, use of meetings and ELAC to meet with parents and students about their progress, benchmark alignment, provide CELDT testing and training to teachers, parents and students, choices, behavior modification, student/parent involvement, parent/home communication, home visits and SST's.	The Student Services Specialist is very active on our campus. This person meets with EL students and helps them with extra help that allows for students to succeed. Last year we had 13 students redesignated and this year we had 11 students redesignated. That change is due to having results from the SBAC and changes in redesignations. They also participate in SST meetings where there may be other services requested. They inform our parents and community on the success of our students while allowing for feedback.

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.4 Student Services Coordinator will provide students with academic counseling, illuminate testing, motivational assemblies, student behavior modification strategies, monitoring and maintaining student achievement. Will also provide support through referrals to public agencies for social support such as Victor Services. Will meet monthly with Services to determine how best to serve students and families. Will monitor student attendance, make home visits when necessary, seek outside social services, i.e. churches and other resources, monitor and request vision and hearing screening, participate in the SST and IEP process	The Student Services Coordinator is very active on our campus. From participating in SST and IEP meetings where there may be other services requested, or the coordination of those services (38) (Parents sometimes make requests for counseling or it is necessary to bring in to advise with the coordination of services), making referrals to Victor Services/Mental Health (36), referrals to Victim Witness (10), Home visits (21), Crisis intervention with students (38), Child Protection Service reports (9) and Request for screening for vision for students (25).
1.5 Technology Lead will assist out teachers to enhance learning through improved integration of technology. The primary focus of the Technology Lead is to enrich and support teaching and learning while strengthening the technology skills of students, teachers and staff. A Technology Lead will assist classroom teachers in the incorporation of technological hardware and software into daily instruction.	The Technology Lead assisted teachers and students through integration of technology. They worked with students and teachers to allow for more access to the curriculum and supplemental curriculum. We saw an increase of students using technology in the classroom. Through the Lead we were able to get all (100%) of our students on a computer daily. Our goal of increasing technology in the classroom was facilitated by the lead and we were able to increase to a 1:1 ratio of students to computers.
1.6 TOSA Teacher On Special Assignment. TOSA will work with EL Students by helping track their CELDT Scores. Provide students with counseling on their CLEDTs. Work with students and teachers to develop lessons that will guide EL Students and allow for them to be successful on the CELDT and in the classroom. Pull out EL Students as needed and provide instruction that will guide their learning. Work with teachers in developing PD that will help the teachers guide their instruction for EL Students. Provide supplemental intervention for EL students. Pacing of Standards, use of meetings and ELAC to meet with parents and students about their progress, benchmark alignment, provide CELDT testing and training to teachers, parents and students, choices, behavior modification, student/parent involvement and parent/home communication.	N/A DNF

GOAL #2

Ella will teach EL, ELA and Math students using supplemental, external support programs and materials to enhance the core curriculum. The teachers will use the supplemental materials and external support specialists to provide growth in these three areas: 1) SBAC Scores 2) CELDT Scores 3) Show a growth on the API and subgroups of AYP

What data did you use to form this goal (findings from data analysis)? Results from the SBAC Results of the district benchmark exams Results of the CELDT assessments Intervention recording sheets Articulation and PLC meeting with grade levels CAB tests iReady Classroom assessments and intervention tests (developed by teachers in Edusoft)	What did the analysis of the data reveal that led you to this goal? Students that receive high quality instruction that are engaged perform better on district assessments and state assessments.
Who are the focus students and what is the expected growth? Preschool through 6th grade students EL, ELA and Math Students Students with disabilities All students will grow from high quality first instruction with student engaged lessons.	What data will be collected to measure student achievement? Teachers will weekly turn in assessment sheets and plans for intervention with students in their classrooms. All students will be tested by district benchmarks to make assessments to determine what interventions will be needed to help students that are falling behind.
What process will you use to monitor and evaluate the data? Analyze data provided to indicate if there was growth by students. How many had growth? How much growth? Was the growth worth the expenditure?	Actions to improve achievement to exit program improvement (if applicable). Our EL population benefited from the extra tutoring and support by the teachers. We had 11 students redesignated.

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1 Supplemental materials and programs to enhance the California state adopted curriculum will be purchased. These items include, but are not limited to, paper and printer ink to support supplemental programs such as: Renaissance, GLAD Strategies, Read Naturally, iPad Apps, iReady, CAB, Curriculum Associates, Discovery Education, Edusoft, Wonders workbooks that are not part of the core, Write Steps and BrainPop. iReady ELA/MATH, Classroom Books for Classroom Libraries and Resource Libraries for classroom and intervention, and other supplemental curriculum to support the core curriculum. Books for the teacher library will also supplement classroom learning.	The use of programs such as Accelerated Reader made it possible for students to grow during the 16-17 school year. Accelerated Reader has 100% student participation. The more a student reads the more success we see in their fluency. Supplementary materials include: art supplies, caterpillars, paper, headphones, paper to create a stimulating classroom environment. These programs and supplies extend the learning of students creating lifelong learners.

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.2 Technology for students and staff. Laptops are used to integrate technology to support the core curriculum. iPads are used in Special Education classrooms and regular education classrooms to engage students in their individual learning experience. Computers that may need to be replaced due to age.	Computers in the primary classes were 2009-10 models. Many programs will not run on the computers anymore. Updating the computers alleviated the issue making the use of programs such as Accelerated Reader possible. Accelerated Reader has 100% student participation. The more a student reads the more success we see in their fluency.
2.3 Contracts for service agreements on copiers that are used for supplemental school instruction will be purchased to keep equipment in running order for student supplies and materials that extend concepts beyond the core curriculum	Copiers are used to prepare hands-on applications and enhance the learning environment. An excellent example of the use of copiers to enhance the program is by using Read Naturally. Focus on reading fluency has increased the reading speed of 94% of those students that participated in after-school tutoring.
2.4 Supplementary materials to enhance the classroom environment and to create complete usage of programs such as iReady, AR, AM, Curriculum Associates, BrainPop, Write Steps, GLAD, CAB Edusoft, Math Facts in a Flash. Materials for supplemental projects	Supplementary materials include: art supplies, caterpillars, paper, headphones, paper to create a stimulating classroom environment. These programs and supplies extend the learning of students creating lifelong learners.
2.5 Print Shop to create learning aids for EL to supplement classroom instruction.	Teachers access the Print Shop to make copies for items that are not available from the District for Core Curriculum. Teacher have stated using the Print Shop uses less school paper and provides students with necessary skills not addressed in programs provided by curriculum.
2.6 Students that meet proficient and advanced on Interim Tests and SBAC in Math, ELA, Science and CELDT will be awarded for their achievements throughout the year.	These items provided motivation for students to work hard and to do their very best on all tests. Students showed more interest and teachers reported that students became motivated to earn the awards for their achievements

GOAL #3

Parental Involvement is critical for Ella. From ELAC to PTO, Ella values and honors parental involvement by including them in all decisions. ELAC meets monthly as well as representatives on SSC and DELAC. EL parents will be offered classes by a trained person to help with understanding the EL/ELA/Math curriculum through at Ella during and after the school day. Parents are encouraged to give input in the development and evaluation of the Site Plan.

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

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
3.1 Calling system to be used to contact parents to remind them of minimum days, days off of school, vacations. In addition, notes are provided in three languages.	95% of calls went through. Some calls are hang-ups, some are not going through due to lack of updated information. Callers were made to inform parents of ESL classes at Ella as well as school functions and meetings. Functions include, but are not limited to Carnivals, parent conferences, ELAC meetings, Parent involvement meetings, events such as movie nights.
3.2 Paper for notices for all parents with regards to events, meetings, activities, and learning opportunities offered at the school. This also includes the monthly newsletter.	Parent notices go out for events and activities. These notices are in two languages.
3.3 Provide snacks and food for monthly parent meetings. We have drinks and food. There is over 60 adults plus children in attendance.	Monthly meetings for parents are held to inform them about the activities at school and to receive concerns parents may have. Sign in forms are available.
3.4 Provide fingerprinting for parents, guardians and volunteers to be apart of the classrooms and helping out with the school.	We saw an increase of parent involvement in the classrooms and more volunteers to go on experiential field trips. We had over 30 new parents start helping out at the school.

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
3.5 EL parents will be offered classes by a trained person to help with understanding the EL/ELA/Math curriculum through at Ella during and after the school day.	We were able to serve over 40 individuals at our ELLA Child Development Room to help train the parents and provide EL/ELA/MATH instruction on our district adopted curriculum to help our parents and students have access to home to school instruction and intervention.

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

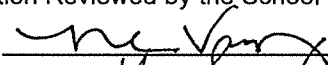
School: Johnson Park Elementary School

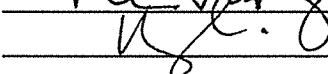
Principal: Nou Vang

School Site Council Certification

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

Annual Program Evaluation Reviewed by the School Site Council on 5/31/17

Principal's Signature: 

SSC Chair Signature: 

GOAL #1

10% of EL students in all grade levels (2-6) will improve their proficiency in language arts and in mathematics, moving students out of the far below basic, below basic, and basic levels, toward proficiency and advanced status.

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

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine if Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1 Provide bilingual Student Support Specialist/Para-Educator to monitor student placement, assessment, provide ELD tutoring, intervention and communicate with staff, district office and parents. Student Support Specialist will also work with students to assist them in developing study skills interventions to assist with core curriculum. Student Support Specialist will help to identify students that are academically at risk and will help coordinate intervention services for these students.	Francisco Carrasco was hired to work 6 hours a day for 5 days a week to support EL students in the classroom and provide intervention groups for students. He worked to establish goals for students based on teacher and assessment data. He also used CELDT data to support our students and work to reclassify students. We were able to reclassify 10% of our EL students this year.
1.2 Provide supplemental supplies and materials to supplement the district curriculum providing multiple methods of input to enhance learning opportunities for EL intervention and EL students.	Teacher structured planning time was scheduled on the first and third Thursdays of each month after school. Teachers were paid their hourly rate for this time. There was a total of 19 days. Teachers reviewed informal and formal assessments and data. Intervention groups were created during these meetings along with tutoring groups.
1.3 Encourage parents to volunteer in their child's classroom in order to understand the standards which are being addressed at their child's grade level.	EL students used Accelerated Reader, Lexia, MobyMax daily in EL intervention as well as in the classroom. These programs helped introduce new vocabulary concepts and content knowledge, and reading support to students and helped improve benchmark scores.
1.4 Increase and provide consistent ELD instruction.	Newsletters were sent home monthly as well as information communicated at ELAC meetings to inform parents of resources available as well as progress. Items were added to the ELAC meetings agenda based on parent suggestions and information that they requested.

GOAL #2

Increase library resources available to students and families. Increase library hours to provide more opportunity for students to use library. Make library available for students before school, lunch recess and after-school, as well as being available to teachers during the instructional day. These library resources will also include reading intervention materials to help students increase their reading proficiency.

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

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1 The library will be accessible to students and staff providing materials to supplement the curriculum, opportunities for students to continue a deeper study of concepts presented in class.	The school library was open 5 days a week where students had access to a variety of genre and grade level books to support student learning.
2.2 The library will support and encourage students to read and provide incentives and motivation for students to gain exposure to various genres available in the library.	The librarian and teachers are in the library when classes go in. The librarian does a read aloud and continue to encourage and educate students on an array of genres and text selections.
2.3 Provide opportunities for parents and community members to visit the library, read to students and participate in school-wide literacy events (i.e., Read Across America)	Read Across America was celebrated the first week of March. Students participated in various activities throughout the week to promote reading.

GOAL #3

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

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

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
3.1 Extended learning time: Provide during-school and after-school tutoring to students who are performing below grade level in ELA and math. Instruction will be targeted to addressing specific standards. Regular assessments will monitor progress of students participating in extended learning time. STARS after-school program will work with after-school tutors to develop schedules for students needing tutoring and attending the after-school program.	Tutoring was completed in grade levels K-6. Teachers used district assessments and curriculum assessments to restructure groups and provide student intervention.
3.2 Improvement of effective instructional strategies linking Essential Standards; reading instructional strategies to be taught at the application level. Unpacking standards, building and analyzing assessments, creating intervention groups to improve academic performance.	Teachers worked with a consultant from Solution Tree to unpack essential grade level content standards and developed formative and summative assessments. Teachers also attended district wide professional development to enhance instructional practices and assessments.
3.3 Provide supplemental instructional materials and technology to improve instruction, align the curriculum with standards, and provide students with extended learning opportunities.	Morning work, Lexia, MobyMax, Vocabulary Spelling City and Starfall were purchased to supplement district adopted curriculum.

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
3.4 Provide staff development opportunities to improve content instruction, instructional strategies, instructional technology, classroom management, data analysis and structured teacher planning time. Have teachers from other sites share successful practices. Provide opportunities for teachers to observe other teachers in their classroom (on site and at other schools). Training on effective teaching strategies on buyback days and/or after school. Including but not limited to PBIS training, which is our school wide discipline program. Johnson Park is in Year 3 of the 3 year implementation program. Trainings and conferences are necessary to ensure full implementation of the program. Increase support given to the PBIS program and support provided to staff and teachers by providing time for PBIS coordinator to plan and implement PBIS procedures.	The PBIS team continued to meet monthly to reinforce the PBIS concepts. The team also continued to train staff throughout the year at staff meetings and share out data and information as reminders as the year progressed. In addition, the team shared out PBIS concepts with parents and families to help reinforce the concept to provide consistency from home to school. The PBIS team organized weekly Flag Friday to increase student, staff, and community participation. Members of the team spent time inputting information in the SWISS system, organizing and analyzing data to best support the PBIS concept ensuring student success.
3.5 Provide technology support for students through the School Site Technology Lead. (Refer to Goal 3.8) This technology will increase student access to multiple learning tools and devices, as well as through SmartBoard lessons, keyboarding applications and computer programs which assist in language arts and math proficiency. This will also assist with the implementation in all classrooms.	Students were provided technology lessons during their classroom time once a week. The School Site Technology Lead collaborated alongside with the classroom teacher to provide technology lessons that was relevant to what students were learning in the classroom, enhancing their 21st century technology skills.

GOAL #4

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

What data did you use to form this goal (findings from data analysis)? Increased student achievement reflected in a 5% increase in the number of students scoring proficient and advanced on district benchmarks. Reduce student's suspensions by 10% from 2015-2016 school year. Increase attendance to reach 97% goal. Increase parent attendance at school activities and opportunities for parents to be informed of their child's successes and participate in problem solving activities.	What did the analysis of the data reveal that led you to this goal?
Who are the focus students and what is the expected growth? K-6	What data will be collected to measure student achievement? Discipline referrals Suspension Attendance Parent participation logs Meeting attendance logs Detention records SST documentation of behavior and interventions
What process will you use to monitor and evaluate the data? Reduced discipline referrals, fewer suspensions Completion of improvement and beautification projects on campus District benchmark assessments (increased number of students proficient and advanced)	Actions to improve achievement to exit program improvement (if applicable).

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
4.1 Establish incentive system with monthly, trimester and yearly awards. The system will reinforce the positive behavior expectations and recognize increased academic performance and attendance.	Trimester awards assemblies occurred three times a year, throughout the year. The Shining Star Luncheon occurred once a month to encourage positive reinforcement of reading. Blue Super Jet tickets were handed out daily to students reinforcing Super Jet behavior of being respectful, responsible, and safe. Ticket drawings occurred every Friday during Flag Friday. On the first Friday of each students were chosen for a special Principal Luncheon and on the last Friday of the month students were chosen to invite a friend to Friday Game Room. During the second and third Friday students chose prizes from the school prize box. This helped support the Johnson Park Super Jet PBIS program encouraging students to be RESPECTFUL, RESPONSIBLE, and SAFE.

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
4.2 Increase parent communication and active participation.	Monthly newsletters were sent home to inform parents of upcoming school events and current events happening in the classroom and on campus. The School Messenger System was used to communication with parents and encourage participation. The marquee located in the front of the school is also used help with communication. In addition, monthly parent meetings are held on the first Thursday of each month to solicit parent input and open additional lines of communication.
4.3 Provide classrooms with materials, supplies and equipment to utilize the Second Step program. Also provide after-school opportunities (detention) as an intervention providing students with decision making skills.	PBIS expectations were taught in the classroom. Teachers were trained at the beginning of the school year to implement lesson plans for each area of the campus. These lessons were re-taught at other times throughout the year. The focus on positive behavior has increased with additional Tier 2 behavior intervention support. Student referrals and suspensions have decreased.
4.4 Provide avenue for student input and leadership through an organized student council. Provide staff development opportunities for teacher advisor.	Student leadership was promoted through Girls on the Run.
4.5 Provide professionally developed performances for students. This experience may be presented in assemblies, field trips, guest performances, etc.	Classroom teacher Deanna Wiseman the music teacher helped coordinate a music performance in December as well as additional performances during Friday Flag.
4.6 Provide a Student Support Specialist to increase positive reinforcement of good behavior as well as increase overall attendance of students. Student Support Specialist will also work with students to assist them in developing study skills interventions to assist with core curriculum. Student Support Specialist will help to identify students that are academically at risk and will help coordinate intervention services for these students.	Due to monetary constraints a 2nd SSS was not hired. The principal and support staff scheduled all SST meetings.

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

School: Kynoch Elementary School

Principal: Angela Huerta

School Site Council Certification

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

Annual Program Evaluation Reviewed by the School Site Council on 6/15/17

Principal's Signature: _____

SSC Chair Signature: _____

GOAL #1

Student Academic Performance

What data did you use to form this goal (findings from data analysis)? District Benchmark Assessments, Academic Scores, Teacher Assessments	What did the analysis of the data reveal that led you to this goal? Students are below in Math and Language Arts. Students are learning to think critically using the Common Core.
Who are the focus students and what is the expected growth? All student groups	What data will be collected to measure student achievement? District benchmark assessments, academic scores, teacher assessments
What process will you use to monitor and evaluate the data? Staff, Site council, ELAC will review scores to see if goals have been reached.	Actions to improve achievement to exit program improvement (if applicable). First Quality instruction, Intervention, Tutoring.

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal		Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1	Intervention time, provide time for interventions for certificated classroom teachers to provide direct intervention for their students with support from instructional assistants.	On AERIES there are over 6000 documented interventions that teachers held tutoring students for specific academic needs. The Star Math and Star Reading scores consistently advanced each quarter to show a year's worth of growth for each year. State assessments showed that as a whole our student academic performance is low. Kynoch has a high poverty population; as a result, we provide free breakfast and lunch for all students.
1.2	Computer Lab Part Time Instructional Assistant to provide direct instruction and to promote student academic learning using technology, data analysis, working with teachers to make test scores relevant to educating their students. She relates test information to second language parents in terms that they understand. Part time instructional assistant for interventions.	On AERIES there are over 6000 documented interventions that teachers held tutoring students for specific learning needs. The Star Math and Star Reading scores consistently advanced each quarter to show approximately a years worth of growth for each year. State assessment results showed that as a whole our students academic performance is low. Kynoch has a high poverty population; as a result, we provide free breakfast and lunch for all students.
1.3	Maintain and support a K-5 Library for students to promote reading, direct contact with students building reading fluency by reading to students. Assists students and teachers with classroom research projects. Supports reading by supporting and maintaining the Accelerated Reader Program. Extra hours to keep the library open for students after school for reading support.	On AERIES there are over 6000 documented interventions that teachers held tutoring students for specific learning needs. The Star Math and Star Reading scores consistently advanced each quarter to show approximately a years worth of growth for each year. State assessment results showed that as a whole our students academic performance is low. Kynoch has a high poverty population; as a result, we provide free breakfast and lunch for all students.
1.4	Supplemental materials to raise the academic performance of all students. Pay for materials to raise academic performance. The materials that are purchased may require copy paper. Supplemental materials specifically for use with underperforming students to use during interventions and tutoring to raise students' academic performance. These also include materials used for projects to raise academic achievement of all students. Library books to supplement reading and academic improvement.	Two sessions of after school tutoring were held to help low performing, benchmark and high performing students. Post assessments for each session showed great progress for these students. Students were chosen based on academic need.

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.5 Elementary Student Support Specialist will work directly with the students and school staff to ensure student academic success. * Works directly with students on behavioral issues identified through classroom and playground observations to create a safe school environment * Meets with students individually to modify choices that will create academic success * Corresponds with parents to involve them in their child's education * Creates academic, attendance and behavior goals with students and their families to help remove barriers to learning * Keeps families apprised of student's behavior that impede their ability to meet the class/grade level standards of instruction * Monitors progress of academic, attendance and behavior goals * Leads groups of students on issues such as bullying, choices, decision making, study skills, etc. * Facilitate students recognition to motivate and inspire positive behavior and academic success * Mediates between students	Life skills class were used for students who were struggling with behavior issues. PBIS was in its second year of implementation. We used Cub Cards to provide positive incentive for students to make responsible, respectful and healthy choices. Kelso's Choice was implemented as a behavior management plan for K-3 students. This program helps students determine what is a small problem and what is a big problem; a variety of choices are given for students to choose in order to solve their own small problems.
1.6 Supplemental Academic Resource for improving student academic performance by providing after school tutoring and educational experiences during school hours. (Tutoring and Interventions) After school tutoring and interventions for EL students to raise their academic performance.	Two sessions of after school tutoring were held to help low performing, benchmark and high performing students. Post assessments for each session showed great progress for these students. Students were chosen based on academic need.

GOAL #2

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

What data did you use to form this goal (findings from data analysis)? District benchmark assessments, Academic scores, Teacher assessments	What did the analysis of the data reveal that led you to this goal? Groups that were below goal or did not reach goal
Who are the focus students and what is the expected growth? All groups will show growth or will maintain or show 3% growth towards meeting all district goals	What data will be collected to measure student achievement? District benchmark assessments, academic scores, teacher assessments
What process will you use to monitor and evaluate the data? Teachers will meet weekly to analyze data received during that time. From that data they will determine student learning goals and which students require intervention. The data will be shared with all site stakeholders.	Actions to improve achievement to exit program improvement (if applicable). We will ensure that staff development is relevant to the needs of both staff and students.

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1 Conferences, Training, Staff Development After School, Presenters and Expenses to equip staff to serve our underperforming population	Thirteen teachers will be attending the PLC Conference this June in San Antonio, Texas. Maria Nielsen worked with us three days this year: March 10, May 30 and 31. Each grade level also had the opportunity to have a Wonders trainer on campus and watch her give a demo lesson in a classroom. All of these trainings are designed to ensure that our students receive the highest quality education possible. Grade Level Collaboration time has been used to implement strategies that teachers gleaned from these trainings.

GOAL #3

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

What data did you use to form this goal (findings from data analysis)? Parent surveys, Increase in parent participation in PTO and classrooms, district benchmark assessments, academic scores, teacher assessments	What did the analysis of the data reveal that led you to this goal? Sub groups that were below goal or did not reach goal
Who are the focus students and what is the expected growth? All groups will show growth or will maintain or show 3% growth towards meeting district goals	What data will be collected to measure student achievement? District benchmark assessments, academic scores, teacher assessments
What process will you use to monitor and evaluate the data? Teacher will meet weekly to analyze data received during that time. From that data they will determine student learning goals.	Actions to improve achievement to exit program improvement (if applicable). We will encourage parents to become more actively involved and communicate regularly regarding the many avenues available to them.

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal		Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
3.1 Support, enhance parent communication and parent involvement through newsletters, posting meeting agendas, creating outreach materials, and place phone calls to showcase opportunities for enhanced involvement and avenues to strengthen our students' academic abilities.		Parental meetings were held after school including site council, PTO and ELAC. Messenger system was used to communicate with parents. A monthly newsletter was sent out to parents. Parents are encouraged to volunteer and to be part of Kynoch School.
3.4 Create parent involvement opportunities to increase academic performance.		Parental meetings were held after school including site council, PTO and ELAC. Messenger system was used to communicate with parents. A monthly newsletter was sent out to parents. Parents are encouraged to volunteer and to be part of Kynoch School.
3.6 Create parental involvement opportunities for parents to work in the classroom to improve academic achievement for their student. Remove the monetary barrier for parents by a shared cost for fingerprinting. School pays \$40, parent pays \$31.		We had an increase in parents getting fingerprinted in order to volunteer in the classrooms. Parental meetings were held after school including site council, PTO and ELAC. Messenger system was used to communicate with parents. A monthly newsletter was sent out to parents. Parents are encouraged to volunteer and to be part of Kynoch School.

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

School: Linda Elementary School

Principal: Judy Hart

School Site Council Certification

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

Annual Program Evaluation Reviewed by the School Site Council on .

Principal's Signature: Judy Hart

SSC Chair Signature: Ann W. English

GOAL #1

Categorical dollars will be focused on increasing student academic achievement

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

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1 Student Support Specialist will motivate students to improve academic skills, sportsmanship, attitude, character, community, and leadership. The SSS will serve as our home to school connection and assist families in setting academic goals for our students. The SSS will serve on the PBIS Leadership Team to align the program with Lion Pride.	
1.2 Provide interventions in small group settings in grades K-6th. The focus groups will be students performing below grade level in ELA and Mathematics, which may include English Language Learners. (EL students will have access to Spanish and Hmong speaking paras) The intervention settings includes both "push in" and/or the RTI designated classrooms. Students participating in the RTI program will be referred through the SST process.	
1.3 Students will have access to technology presented in three school computer labs that will assist in the research process and in developing presentations that will reflect their learning. (ie: Power Point Presentations, Publisher, Prezi, Microsoft Word Documents, Movie Maker, Voice Thread) Students will have access to the computer lab during the school day and after school. (Family Reading Night) Technology will also be utilized to assess student achievement and to drive instruction. Teachers will utilize technology to provide visuals to support student learning, and interactive lessons to increase student engagement.	

Actions To Be Taken To Reach This Goal	Evaluation Of Research-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.4 In order to maximize teacher collaboration, a Professional Learning Community Leadership team will be formed; comprised of a representative from each grade level. This team will attend a PLC conference. The leadership team will meet monthly to articulate needs to enhance grade level collaboration and needs to support our students. Teachers will also analyze student data to inform instruction, develop intervention groups, develop student support strategies, and determine professional development needs. Collaboration will also be designated for effective student transition from preschool to kindergarten, subsequent grade levels, and 6th grade to middle school.	
1.5 Materials that supplement the district adopted core curriculum utilized during differentiated instruction to assist students who are below proficiency in Math or ELA. The materials are intended to reinforce grade level standards. Materials for special classroom projects ie: CA relief maps, volcanoes, student project display boards, science experiments that reinforce grade level science standards.	
1.6 Academic support offered during school hours, before school, or after school; small group instruction and/or pull out interventions offered during the regular school day; high quality academic tutoring; and other services and programs that remove barriers to promote academic achievement.	

GOAL #2

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

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

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1 EL Student Support Specialist will use data to identify groups of English Learners at each grade level. This information will be used for developing interventions during structured ELD time, grouping students in SEI and transitional classes , and to add primary language support. EL SSS will serve as our home to school connection and assist families in setting academic goals for our students. The EL SSS will ensure parent understanding by arranging translation during parent-teacher conferences, SSTs and IEP and ELAC Meetings. The EL SSS will also help to coordinate professional development to improve instruction specifically for the EL students. The EL SSS will provide EL students, but not limited to, increased access to technology by providing EL student access to the computer lab two days a week for one hour. The EL SSS will motivate EL students by organizing events that will recognize EL students academic achievement.	

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

School: Loma Rica Elementary School

Principal: Kathleen Hansen

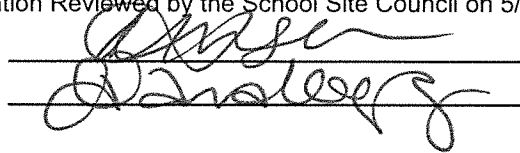
School Site Council Certification

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

Annual Program Evaluation Reviewed by the School Site Council on 5/24/2017.

Principal's Signature: _____

SSC Chair Signature: _____

The image shows two handwritten signatures in black ink. The first signature, for the Principal Kathleen Hansen, is written on a horizontal line. The second signature, for the SSC Chair, is also written on a horizontal line and is more stylized and cursive.

GOAL #1

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

What data did you use to form this goal (findings from data analysis)? Diagnostic assessments, district benchmarks, teacher assessments and standardized testing results.	What did the analysis of the data reveal that led you to this goal? Approximately 30% of students are not yet reaching proficient status in ELA and math as measured by the California Standards Test.
Who are the focus students and what is the expected growth? Focus students will be students currently reporting a performance level of Basic, Below Basic and Far below Basic as measured by the California Standards Test. Our goal is to increase the number of students reaching proficiency by 3%.	What data will be collected to measure student achievement? Diagnostic assessments, district benchmarks, teacher assessments and standardized testing results.
What process will you use to monitor and evaluate the data? Monthly minimum days will be spent monitoring and evaluating benchmark data and teacher assessments. District support will aid in providing applicable data for analysis and evaluation.	Actions to improve achievement to exit program improvement (if applicable). N/A

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal		Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1	ELA & math instruction will be supported through direct intervention with students including both 1:1 and small group instructional settings.	Our school faced the challenge of having combination classes for every grade level. Targeting the specific needs of struggling students while simultaneously teaching two separate curriculum was challenging. Site Council voted to continue the services of a para educator for a portion of the day so that teachers could lesson class size numbers and provide more specific grade-level instruction. Site Council also approved 2.0 hours of a literacy resource specialist time. The LRT has been an invaluable resource for help with tutoring, small group instruction and maintaining daily access to supplemental books in our library. In 2014-15 our state testing (as one indicator) showed that 47.2% of students had mastered their ELA grade level standards. 40% of our students mastered their math standards. At the time of this evaluation, we do not yet have results of the 2015-16 testing results. Teachers report that the addition of a para educator and the LRT has provided opportunities to increase the challenges of grade-level standards mastery, as well as, interventions for struggling learners.
1.2	Provide students access to books and technology that address individual reading levels and comprehension using the web based Accelerated reader Program (AR)	Students' mastery of reading and comprehension is enhanced by using the Accelerated Reader program. The circulation of books through our library continues to increase by using this program. Significant improvements were made to our library this year. Focus has been on providing students more access to informational texts. 86% (up 6% from the prior year) of our student population participated in the AR program.

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.3 Provide supplemental materials which enhance core academic programs. These materials supplement district materials and are designed to enhance specific areas that will help all students advance to levels of proficiency in each subject	Over all three grade levels tested, our school realized a 15% increase in students who met or exceeded proficiency of standards. In 14-15, 30% met or exceeded proficiency. In 15-16, 45% met or exceeded standards. Specifically... Reading went from 52% - 57% at or near standard. Writing went from 58% - 65%. Listening went from 74% - 76%; Research and inquiry went from 70% - 73%. Expenditures for supplemental instructional materials served to address 'holes' in an isolation of other expenditures. Many of these supplemental materials served to address 'holes' in an ELA curriculum that was not fully aligned with new Common Core standards. This will be addressed next year with our district's adoption of new ELA curriculum. Perhaps the best evaluation of this expenditure's importance to student achievement is to monitor use of supplementals in the classroom. 100% of our school's teachers take advantage of additional instructional opportunities to increase student achievement.
1.4 Increase parent partnerships and communication for the purpose of enhancing and supporting student achievement. Support parent outreach efforts which promote higher levels of parent involvement on campus.	Loma Rica's student body has active and involved parents who help support our school on a daily and/or weekly basis. This percentage is a direct result of our school's parent outreach efforts. Monthly newsletters provide up-to-date information about our school's accomplishments and activities. School messenger (automated phone messages to all parents) provides reminders about up-coming events and opportunities. A new addition this year is a list-serve email. Parents have voiced appreciation for this added means of communication.
1.5 Preparing students for college and career readiness requires early introduction to technology. Skills such as keyboarding, online citizenship and effective internet research strategies help ensure students maximize 21st century learning. Funds will be used to increase student and teacher access to computers and iPads for the purpose of incorporating more technology into curriculum and assessments.	Loma Rica has made significant strides in its effort to ensure that all students have access to up-to-date technology. This effort has been highly focused on students who struggle with regular pencil / paper tasks. Technology allows teachers to address a variety of learning modalities and individualize instruction for these students. Teachers report that students who are unable to access basic grade-level concepts using core materials, are, in fact, able to demonstrate understanding when those same concepts are taught through the use of technology. Students who typically struggle with handwriting are now finding success through mastery of keyboarding skills. Students who struggle with research and report writing are now finding success through internet investigations and power-point reports. The integration of technology into our school's core academic program has resulted in higher levels of achievement for all students.
1.6 Provide supplemental instructional programs to enhance independent reading and support core academic programs. These programs supplement district programs and are designed to enhance specific areas that will help all students advance to levels of proficiency. Specific areas include reading fluency & comprehension, science and math. The independent reading program also provides teachers a structure for providing small group, targeted instruction while facing the management demands of a combination classroom.	Again, our school realized a 15% increase in students who met or exceeded proficiency of standards. In 14-15, 30% met or exceeded proficiency. In 15-16, 45% met or exceeded standards. Specifically... Reading went from 52% - 57% at or near standard. Writing went from 58% - 65%. Listening went from 74% - 76%; Research and inquiry went from 70% - 73%. Supplemental instructional programs augment our district's core program. Students in need of intervention and/or additional support find success with the extra practice that supplemental programs provide. Again, this year's focus has been on literacy. Categorical expenditures include Accelerated Reader and iReady.. As is the case with supplemental instructional materials, it is difficult to isolate and quantify the effectiveness of these supplemental programs as they work to complement (vs. replace) our teachers' instruction with the core curriculum. 100% of teachers reported that without these supplemental instructional programs, student achievement would be greatly compromised.

GOAL #2

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

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

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1 Professional development training for certificated staff to advance their learning and professional practice. Professional development will center on our district's PLC initiatives including research-based practices for creating positive and productive learning environments for students. Effective implementation of our school's technology requires ongoing professional development, support and coordination. Extra duty hours will be assigned to a teacher for this purpose. Staff training may occur after school or in 1:1 settings. The teacher will also be responsible for ensuring that all technological supports maximize the learning opportunities for our struggling learners.	Once again, our school district provided an intensive calendar of professional development opportunities for teachers this year. Teachers received training in Common Core implementation for math and ELA. Teachers also received training in the use of technology to support and enhance their daily instruction and assessment. For this reason, our school site budget did not incur as much cost for teachers' training as would otherwise be needed. We were, however, able to ensure access for ALL teachers by paying their mileage to these training's. This is a big expense for teachers at remote school sites such as Loma Rica. Our Title 1 Professional Development dollars made this possible.

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Annual Program Evaluation - 2016-17

School: Foothill

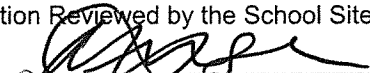
Principal: Kathleen Hansen

School Site Council Certification

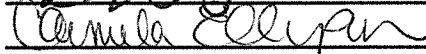
The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on 5/25/17

Principal's Signature:



SSC Chair Signature:



GOAL #1

Foothill School will increase the performance level of struggling learners by providing targeted, small group/individualized assistance and instruction in students' area(s) of academic need. Identified students will be provided supplemental instructional materials and resources, as well as supplemental learning experiences (which may occur outside the regular classroom setting).

What data did you use to form this goal (findings from data analysis)? Diagnostic assessments, district benchmarks, teacher assessments and standardized testing results.	What did the analysis of the data reveal that led you to this goal? 51% of students in ELA and 72% of students in Math did not yet achieve 'standard met' as measured by the 2015 CASSPP
Who are the focus students and what is the expected growth? Focus students will be students currently reporting a performance level of Basic, Below Basic and Far below Basic as measured by the California Standards Test. Our goal is to increase the number of students reaching proficiency by 3%.	What data will be collected to measure student achievement? Diagnostic assessments, district benchmarks, teacher assessments and standardized testing results.
What process will you use to monitor and evaluate the data? Articulation days (Fridays) will be spent monitoring and evaluating benchmark data and teacher assessments. District support will aide in providing applicable data for analysis and evaluation.	Actions to improve achievement to exit program improvement (if applicable). Specific focus will be placed on subgroups which have placed us in Program Improvement status. CASSPP results will be shared with staff and each teacher will provide instructional goals and strategies for addressing this population's needs.

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine if Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
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Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1 Students experiencing difficulty accessing the core curriculum will be provided supplemental instructional materials to enhance their academic performance. These materials will serve as a supplement to the district's adopted materials. Materials purchased are designed to target specific areas of a student's learning deficits and will help our low-performing students advance to levels of proficiency in each subject. Supplemental instructional materials will include instructional apps for computers and periodicals. The quantity of supplemental materials, including consumable supplies, will be determined based on an evaluation of achievement data such as classroom assessments, district benchmark assessments and teacher observation. The analysis will be ongoing throughout the year and purchases for these supplemental instructional materials will be made accordingly.	Teachers identified students who were in need of supplemental instructional materials. These materials had additional learning opportunities and interventions for students who are struggling in their core subjects. Expenditures for academic enhancements such as informational text periodicals, vocabulary enrichment books, and software applications allowed teachers to supplement existing curriculum, thereby increasing proficiency levels on benchmarks and teacher made assessments. Because these materials worked in concert with other interventions/enhancements, it is not possible to quantify them in isolation of others expenditures. Our most effective form of evaluation of these expenditures comes from feedback from our teachers. Teachers reported that without these supplemental instructional materials, student achievement would be compromised.

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.2 Integration of technology supports and strengthens our school's current core academic program. This is critical for students for whom traditional "paper/pencil" tasks have proven unsuccessful in maximizing their learning. Our school's reluctant and struggling learners perform at higher levels of achievement when they have access to a variety of learning tools. Technology is one such tool. We will provide technology supplies and components which complement and support the implementation of our district's adopted ELA and Math curriculum. We will ensure that every classroom has a SmartBoard, projector and laptop. Teachers will use this to provide interventions in customized, small group instruction to students performing below grade level. Elmos and iPads will provide similar opportunities. Access to a variety of technological tools will complement teaching strategies that are directed at differentiating instruction to ensure students move to proficient or advanced academic performance. It helps students learn in ways that support their unique learning styles. In addition, it supports core program's Common Core Standards, enhances active student engagement, and develops the technology skills necessary for college and career readiness for ALL students. It will also provide access to CCC standards assessments, provide opportunities to learn keyboarding, internet research and online citizenship. Online collaboration groups using such platforms as Edmodo and Google Groups help students support one another in the learning process. These are all necessary skills and attributes of a college and career ready student. Parents also have access to their child's online study groups and our encouraged to participate in their child's learning by way of this technology.	Technology is a highly integrated and multi-faceted enhancement to our school's core program. It is difficult to isolate and identify any one single effort that has resulted in improved student achievement. Perhaps the best indicator of effectiveness of expenditures for technology at our school is to ask teachers. Technology requires ongoing support and professional development to maximize its effectiveness. Teachers and students benefitted from having an onsite teacher serve as a technology coordinator (outside of his regular workday). The value of this expense can be measured in how frequently support and/or training was needed. Teachers and students used 25 hours of this support over the course of the 2016-17 school year.
1.3 Professional development training for certificated staff to advance their learning and professional practice. Professional development will center on research-based strategies for creating positive and productive learning environments for students, technology, as well as effective instructional strategies for EL learners. Teachers will share new learning with other teachers upon completion. Effective implementation of our school's technology requires ongoing professional development, support and coordination. Extra duty hours will be assigned to a teacher for this purpose. Staff will be trained at articulation days, as well as in 1:1 settings. The teacher will also be responsible for ensuring that all technological supports maximize the learning opportunities for our struggling learners.	As technology increases in the classroom, teachers require ongoing training so that they can maximize their use of these tools to promote the ongoing transition to the California Standards. Teachers report feeling better prepared to begin initial implementation of California Standards with the use of technology to do so. More strides were made in making technology available to students. This past year we added two more rolling Chrome book carts. Foothill has a lab and four roaming Chromebooks carts.

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.4 Extend and enhance the library's learning environment by providing resources to students, staff and parents in the areas of technology, research-project materials, and books which complement the core academic program. A wide variety of literary genres, including informational texts, will be available to students. Novels and academic periodicals promote greater opportunities to practice fluency and comprehension with literature and informational text.	We continued efforts to update our school library in terms of relevant and high-interest titles. Site Council voted to continue its support of upgraded technology in the library, also. Continued this year was a focus on increasing Informational Text availability for students. Circulation of Informational Texts skyrocketed again this year. Once again, students showed an increase in their access to this genre of reading as evidenced by 100% check-out rates for 7th and 8th grade students. Another measure of this expenditure's effectiveness can be realized by simply observing the number of students in the library during recess and lunch. Upon continuing these expenditures this year, our library continues to see a dramatic increase in 'student traffic'. Being able to evaluate student achievement data as it relates to these Title I expenditures is difficult in isolation of all other supports and interventions. It can be stated, however, that these resources were accessed by 100% of the student body over the course of the year.

GOAL #2

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

What data did you use to form this goal (findings from data analysis)? Suspensions, expulsions, disciplinary referrals and truency notices.	What did the analysis of the data reveal that led you to this goal? Disciplinary action for Foothill students exceeded that of other like schools in the district.
Who are the focus students and what is the expected growth? The focus for this goal will be on all students, with particular emphasis on struggling learners and on students whose disciplinary actions result in missed instruction.	What data will be collected to measure student achievement? A minimum of decrease of 5% in suspensions and expulsions. A minimum increase of 3% in attendance.
What process will you use to monitor and evaluate the data? Monthly analysis of student disciplinary actions. Monthly analysis of academic progress as measured by district benchmarks and progress reports.	Actions to improve achievement to exit program improvement (if applicable). Students who fall into the subgroups that have resulted in our Program Improvement status will be identified and given preferential attention.

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1 Parent partnerships and communication will be increased for the purpose of enhancing and supporting student achievement and positive discipline. Parent outreach efforts which promote higher levels of parent involvement on campus implemented. Efforts will include: newsletters, parent postcards, handbooks, automated School Messenger, site council presentations, student achievement updates, and parent surveys.	The impact of increased parent involvement is difficult to measure in isolation of other support efforts. Research is clear that student engagement and achievement improves when parents are involved and informed about their child's education. Positive student discipline requires ongoing support and communication with parents, as well. Foothill has seen this bare true and will continue its successful parent communication and involvement efforts.

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

School: Anna McKenney Intermediate

Principal: Shevaun Mathews

School Site Council Certification

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

Annual Program Evaluation Reviewed by the School Site Council on May 10, 2017.

Principal's Signature: 

SSC Chair Signature: 

GOAL #1

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

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

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
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Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1 1.1 Student Support Personnel	The Educational talent Search and Bringing Up Grades programs were successfully implemented. Counselor 1. Individual Support/Intervention: - o Coping skills to address: Sadness, anger, stress, anxiety - o Replacement behaviors for self-harming and other maladaptive coping skills - o Connect families to community resources - o Self-esteem building, identifying personal strengths - o Communication and interpersonal skills - o Problem solving and conflict resolution techniques - o Resource for parents- helping parents support their students and informing of safety concerns - o Classroom observation 2. Staff Support: - o Gather information from staff about students' behaviors and staff's concerns - o Collected data regarding teacher observations of school needs 3. Group Intervention: - o Lunch groups to address: decision making, friendship issues, gossip, self-esteem - o Social skills group to teach interpersonal skills 4. Classroom Intervention: - o Facilitated multi-week project with 8th graders to complete interest inventory and career exploration. Project matched students to careers based on their personality type. They learned about the various jobs and education needed to obtain career goals. Project also included positive decision making and planning for course selection in high school. - o 6th grade classroom lessons: 5. I-Messages to increase communication 6. Hygiene lessons Literacy Resource Technicians: Provided time in the library during school at lunch and breaks. They supported students with classroom assignments, research, and book selection. Library hosted two very successful book fairs this year which contributed to the addition of new highly desired books for students. This position will continue to be imperative given the Common Core focus on literacy skills. Bilingual Elementary Student Support: Provided direct intervention and support to English Language Learner students in the classroom. Student academic and language data was evaluated and individual student plans were developed to support student growth. Parents, students, and staff were key stakeholders in the development and communication of the plans. Student Services Support Provider: Provided direct services to students addressing academic and social issues, communication with parents and outside agencies to provide support or services to students. This staff member communicated with ATS, and Upward Bound to help students to connect with colleges early. She communicates regularly with parents regarding grades, setting up SST's, parent conferences and runs study groups for at risk students. She also speaks Spanish

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.2 1.2 Professional Development	Substitutes were brought in to provide release time for teacher to collaborate about student data and specific content area needs including effective teaching practices. They also allowed time for teachers to observe in other classrooms to build on effective teaching practices. Contract with Solution Tree brought experts on Ensuring Viable Curriculum to teachers. Teachers analyzed and prioritized common core standards and worked collaboratively to ensure high quality instruction and assessment for students. One staff member were able to attend CUE, computer using educators, for professional development in technology related to learning and instruction. The staff members then bring back meaningful and innovative ways to incorporate technology into lessons by presenting to teachers on staff during our regularly scheduled professional development time. Tier I and Tier II PBIS teams received updated training to learn and understand best practices in positive behavioral systems in schools.
1.3 1.3 Student Intervention	With the addition of a Student Support Services provider, there is the ability to provide many more intervention services to students. "Lunch Bunch" groups, one to one and small group interventions happen daily. Peer Leading and Uniting Students (PLUS): training was brought to staff to gain insight, understanding of student issues on campus. With this training, provided by YCOE, two student forums were held to give students a voice on campus issues. It also provides staff with survey data from students on use of tobacco, drugs, alcohol and social issues on campus. MASH- Mandatory After School Help implemented for second semester. Increasing grade point averages for students that at risk.
1.4 1.4 Supplemental Materials, Curriculum, Supplies, and Technology	Maintenance Contracts for copiers were used to support supplemental materials in ELA and math. Technology Purchased materials included: 6 Chromebook Carts, LCD projectors, printers, Smart responders, laptops. These were used as a teaching component which augments and creates engaging lessons and provides a format for interactive structured student practice in the classroom. Applications from educational sites downloaded provided support to at risk students and English Language Learner students. All critical to effective student growth. A monitoring of how the technology is being used in the classroom will be a focus for future Professional Development opportunities.
1.5 1.5 English Language Learning program will be enhanced through the use of: 1. Technology: Computers and EL learner software/apps, 2. Small group sheltered instruction for the spring semester 2017; sheltered instruction, support of general classroom studies by staff trained in ELD instruction. 3. Supplemental curriculum and supplies to enhance access to current curriculum in the general academic setting	Spring semester McKenney hired a teacher who specializes in bi-lingual education to shelter and teach our students who are new to the country with in 18 months. This teacher provided ELA instruction and then support for other curricular areas. Students were divided into two levels to meet their needs based on CELDT Data and STAR reading data. Curriculum was borrowed from another middle school to support students.

GOAL #2

All students will be in a learning environment that is safe, supportive, and conducive to academic achievement and supported by all educational stakeholders.

What data did you use to form this goal (findings from data analysis)? Student Suspensions Student Expulsions Student Referrals Student Attendance	What did the analysis of the data reveal that led you to this goal? Student Suspensions at 301 days in 2014-15 Student Expulsions at 10 students in 2014-15 Student Referrals at 944 incidences Student Attendance at 96 % Student Suspensions at 254 days in 2015-16 Student Expulsions at 2 students in 2015-16 Student Referrals at 622 incidences Student Attendance at 95.9%
Who are the focus students and what is the expected growth? Students with behavioral concerns: Suspensions-- decrease 2% Expulsions-- decrease to 0% Referrals-- decrease 3% All Students: Attendance-- increase 1.0%	What data will be collected to measure student achievement? Student Suspensions Student Expulsions Student Referrals Student Attendance
What process will you use to monitor and evaluate the data? Each progress and quarter time period data will be evaluated to determine progress towards goals.	Actions to improve achievement to exit program improvement (if applicable). Implement increased intervention programs to support students in a preventative manner: anger management, In-house, bullying prevention, social skills development class, counseling, alternatives to suspensions, etc... Develop positive programs to encourage students success: School wide Positive Behavioral Intervention & Support plan to positively teach and reinforce behavioral expectations, provide reinforcement and track data related to these supports. Also develop leadership, electives that enhance student performance and skills, reward programs, activities, etc...

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
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Actions To Be Taken To Reach This Goal		Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement
Include specific expenditures and report student achievement outcomes based on measurements noted above.		
2.1	2.1 Student Support Personnel	Student Services Coordinator and Student Support Personnel: Assistant Principal and PASS Officer: Provided social, educational, and personal support to students and families in aeries which impacted academic learning success. Evaluation of discipline data shows the following: Student Suspensions at 199 days in 2016-17 Student Expulsions at 1 students in 2016-17 Student Referrals at 638 incidences Student Attendance at 96. 6% This data reflects a 22% reduction in Student Suspension days, and a 50% reduction of EXPULSIONS, and a 3% increase in STUDENT REFERRAL INCIDENCES After school intervention- Opportunity School: This is an intervention in lieu of suspension and was held Fridays from 1:00-3:00 p.m., and McKenney held 4 all day IN HOUSE Suspensions. Student were assigned this intervention as a method of holding students accountable for their actions while keeping them in school and completing assignments or curriculum for intervention such as bullying curriculum, tobacco education and violence prevention.
2.2	2.2 Positive Recognition Materials and Supplies	The PBIS Tier I and II teams along with our regularly scheduled awards system created a reward system for students being RESPECTFUL, RESPONSIBLE AND HEALTHY.
2.3	2.3 Parent Involvement	Mass Auto Dialer System allowed for our school site to communicate with parents by keeping them informed of important information. At the middle school level this is very important since many students do not make it home with notices. Fingerprinting for parent volunteers. This service was provided to parents who were interested in volunteering on campus or for field trips. Back-To-School night included a BBQ and supplies were purchased for this event. We had parent participation on our Positive Behavior Intervention and System training. Translation of school information for parents as needed.
2.4	2.4 Intervention and Supports to at risk students	This year our site incorporated at Mandatory After School Help (MASH) program: students, parents and school agreed that identified AT risk students would attend tutoring with 90% attendance after school. Success rate is measured by increased grade point average at the following reporting period. Tier I PBIS was fully implemented as was the SWIS data system. Students were taught school wide expectations and reinforced for demonstrating positive behaviors. Tier II Team was formed and trained, Tier II began implementation of systems to higher at risk students. Tier 2 team planned and implemented a wide variety of supports to students who are at increased risk.

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

School: Yuba Gardens Intermediate School

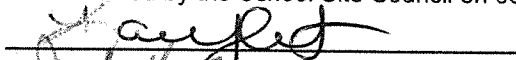
Principal: Kari Ylst

School Site Council Certification

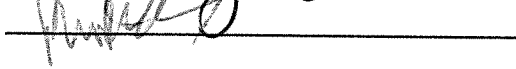
The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on 05302017.

Principal's Signature:



SSC Chair Signature:



GOAL #1

Increase the number of proficient students on the SBAC test by 10%

What data did you use to form this goal (findings from data analysis)? CELDT, program embedded assessments, teacher grades and benchmarks.	What did the analysis of the data reveal that led you to this goal? ELA benchmark data not reliable, will use SBAC.
Who are the focus students and what is the expected growth? With the implementation of the Smarter Balanced test and the benchmarks we are expecting a 10% increase in performance for the entire student population.	What data will be collected to measure student achievement? CELDT, program embedded assessments, teacher grades and benchmarks.
What process will you use to monitor and evaluate the data? Data will be monitored and evaluated during teacher collaboration days each Friday, monthly meetings with the EL coordinator, and monthly meetings with Content Facilitators. Data will also be reviewed during Site Council meetings to determine if resources are being spent appropriately.	Actions to improve achievement to exit program improvement (if applicable).

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal		Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1	Mandatory After School Help/Tutoring (MASH) transportation costs to get students home. This is part of the full implementation for PBIS.	36 students participated, 10 students will promote to the 9th grade and 9 students had at least one grade/or more improve between quarters.
1.2	Tutoring based upon curriculum and benchmark assessments for low Socio/EL/Sped students	An average of 25 students have attended tutoring after school Monday through Thursday this is an increase of 2% from the 15/16 school year. Grades for the 16/17 school year are as follows: A - 30.7 %, B - 20%, C - 14.2%, D - 8.8%, F - 13.5%. Grades for the 15/16 school year were: A - 28.7, B - 21.6%, C - 19.8%, D - 8.8%, F - 7.7%.
1.3	Technology technician and support for teachers to help support student use of technology	Our Technology Facilitator has been available all year to help support teachers in their use of technology and to support their curriculum needs and facilitate a higher level of classroom engagement.
1.4	Content Facilitators - plan and facilitate collaboration and assist with implementation of initiatives, lesson development and professional development.	Content Facilitators plan and facilitate collaboration, and assist with implementation of school wide initiatives related to instruction, lesson development and professional development for peers. Focused collaboration is evident in agendas, teacher participation and meeting notes.
1.5	Continued integration of technology (Smart Boards, IPADS, Chrome books, Elmo's, student use computers, printers, installation of equipment and technology materials that support the core curriculum/state standards	Yuba Gardens purchased an additional 5 chromebook carts with 170 chromebooks. The chromebooks helped students to benefit from a higher level of engagement and allows students to practice concepts visually, as well as orally. Students practice with vocabulary, verb tenses, technology standards, literature projects, poetry, e-books, writing, math/science concepts and word webs. This technology is crucial in helping to teach students how to take the Smarter Balance assessment also. Maintenance items were also purchased throughout the year by our Technology Facilitator.

GOAL #2

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

What data did you use to form this goal (findings from data analysis)? This page is a continuation of Goal #1.	What did the analysis of the data reveal that led you to this goal?
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1 ALEKS Math Intervention Materials - Assessment and Learning in Knowledge Spaces is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice questions. A student who shows a high level of mastery of an ALEKS course will be successful in the actual course she is taking. ALEKS also provides the advantages of one-on-one instruction, 24/7, from virtually any Web-based computer for a fraction of the cost of a human tutor.	82 students utilized the ALEKS math program to help fill skill deficits. Average completion rate for all courses was 75%.
2.2 5 Star Students - Will help with implementation of our PBIS "Pride" program by allowing the school to increase student inclusion, target specific uninvolved student groups, show correlation between involvement and grades/discipline/attendance. The 5-Star students program is designed to keep track of student participation and recognize involvement on campus.	86% of our students participated in the 5 Star Student program this year.
2.3 Training for teachers/administrators/classified staff to support needs of educationally disadvantaged students. Including the PLUS program and the 12th Annual PBIS conference. The TA Center on Positive Behavioral Interventions and Supports has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices. Training to also include Professional Learning Communities Conference in San Antonio, Texas for teachers.	20 staff members will attend the PLC conference in San Antonio Texas to help support our efforts next year with Maria Nielsen, as we work towards becoming a PLC. CATE conference was attended by an English teacher. ASCA was attended by our school counselor.
2.4 PBIS Expenses - could include posters, training, meeting time etc.	Staff utilized PCOE for PBIS training to help support our ongoing implementation of tier 3.

GOAL #3

Reduce student referrals and suspension days by an additional 20% for the 20162017 school year, through the continued implementation of PBIS Tiers 1,2,3.

What data did you use to form this goal (findings from data analysis)? Attendance and Discipline STATS	What did the analysis of the data reveal that led you to this goal? During the 1415 school year (to date) we saw 698 major referrals, during the 1516 school year we saw 363 major referrals. During the 1415 school year we saw 873 minor referrals and during the 1516 school year we saw 517 referrals. The PBIS program is facilitating less behavioral issues.
Who are the focus students and what is the expected growth? Focus students are the students receiving referrals. Expected growth includes less days outside of the classroom.	What data will be collected to measure student achievement? Attendance and Discipline STATS
What process will you use to monitor and evaluate the data? Monthly intervention team meetings, weekly tier 2/3 meetings and the 3rd year implementation of the PRIDE (PBIS) program.	Actions to improve achievement to exit program improvement (if applicable). Implementation of year 3 of the PBIS program.

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine if Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
3.1 Student Support Specialists - Provide direct services to increase student achievement by supporting parent/teacher conferences and working with students and their families. Work with students on behavioral issues identified through classroom and social observations and meet with students to modify choices that will create academic success. Correspond with parents to encourage active parent involvement in education. Work with families to remove barriers to learning. Monitor progress of academic, attendance, and behavior goals. Review student transcripts and class schedules to identify potential cause for student's behavioral or academic concerns. Lead groups of students on issues such as bullying, choices, decision making, study skills, etc. Facilitate student recognition to motivate and inspire positive behavior and academic success. Assist classroom teachers with supplemental programs adopted to enhance the culture of achievement.	Student Support Specialists provide direct services to students to increase student achievement by supporting parent/teacher conferences, working with students and their families to remediate academic issues, running Student Study Team meetings and they work with students that are having behavioral issues. YG anticipates less than 60 non-promotes for the 16/17 school year.

GOAL #4

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

What data did you use to form this goal (findings from data analysis)? *Number of SST/Parent Teacher Conferences being held and the percentage of attendance by parents. *Number of parents/community members attending Site Council/ELAC/PTA meetings. *Number of parents/community members attending Back to School Night/Open House/Informational Evening Meetings.	What did the analysis of the data reveal that led you to this goal? We are anticipating <60 non promotes for the 1516 school year.
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement? *Number of SST/Parent Teacher Conferences being held and the percentage of attendance by parents. *Number of parents/community members attending Site Council/ELAC/PTA meetings. *Number of parents/community members attending Back to School Night/Open House/Informational Evening Meetings.
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
4.1 Provide activities/mailings for parents to participate in such as Back to School Night, Open House, and evening presentations to support student academic progress.	Parenting for Academic Success books were purchased for all ELAC parents. Information booklets were purchased our school counselor working with parents. Topics include mental health issues, academic success, the importance of attendance etc.

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

School: Marysville High School

Principal: Gary Cena

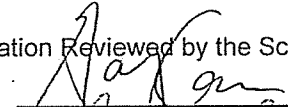
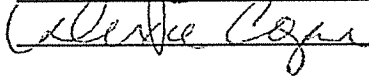
School Site Council Certification

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

Annual Program Evaluation Reviewed by the School Site Council on May 30, 2017.

Principal's Signature: _____

SSC Chair Signature: _____

GOAL #1

Implement to a greater degree, a variety of instructional strategies to provide differentiated common core content standards-based instruction and intervention, to enable all students to achieve proficiency in English Language Arts and math by 2018-2019.

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

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal		Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1	Collaboration for Literacy, strategic math, strategic ELA, and common core content area SDAIE teachers (math, ELA, AVID, EL, RtI, social science, and science teachers), four times a year, for the purposes of aligning curriculum to the common core standards, pacing, processing student assessments, integrating learning skills (content literacy, organizational, study skills), and enhancing intervention strategies so all EDY students will attain a minimum of 5% gain in the number of students achieving proficiency on the ELA/mathCAHSEE.	English Language Arts and Science teachers collaborated around new curricular and instructional strategies to better serve students. This collaboration time assisted the percentage of Marysville High School students meeting or exceeding standards in the ELA CAASPP to increase from 53% of students to 58%. Students improved 27% on the ELA CAASPP by increasing from 19% "not met" standard to 14%. Students scoring "met standard" on the ELA online exam increased from 33% to 40% (improvement of 18%)
1.2	Supplemental classroom supplies and instructional materials for student intervention strategies in Literacy, Strategic English, Strategic Math, lower level science and social science classes to raise minimum academic achievement of special education, EL, and educationally disadvantaged students to 88% on math/ELA CST's and for 89% of all students to pass the CAHSEE the first time they take the exam---and for an increase of five percentage points for our socioeconomically disadvantaged, white, and schoolwide students to score proficient on the CAHSEE, compared to students' performance on the CAHSEE the previous year.	Supplemental classroom supplies and instructional materials assisted the percentage of Marysville High School Students by increasing the percentage of students meeting or exceeding the math CAASPP (increasing from 30% to 32%). Math students improved 7% from 45% to 42% in the standard "not met" performance level, and math students demonstrated a 12% increase in the standard "met" performance improving from 22% to 25%.

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.3 Provide 25% of salary for student services coordinator to provide direct services to all students in order for 89% of all students to score "Proficient" or higher on math and ELA CST's and for all students to pass the CAHSEE.	For seven (7) years, from 2010 to 2017, the Marysville High School graduation rate and has averaged 96.6% compared with the state average of 83%. Over the same amount of time, the Marysville High School dropout rate has averaged 1.9 %. This consistent level of excellence is led by the concentrated, strategic, and effective leadership of our Student School Services Coordinator.
1.4 MHS will continue to fund a counselor to further reduce the student to counselor ratio from 470 to 1 to 310 to 1.	Site specific categorical funds were not actually invested toward this goal in 2016-2017.
1.5 Support specifically EL students, but incorporating other Educationally Disadvantaged Students, by providing organized Tutoring After School (TAS) to assist all students toward reclassification and overall academic success. Provide 37.5% of EL Instructional Assistant (Part time) Salary	In 2016-2017, three (3) of 66 EL students were reclassified (4.5%). In the most recent administration of the ELA CAASPP, the "Not Met" rate of students decreased from 19% to 14%. Our EL Instructional assistant supplied interventions to some of our most educationally disadvantaged students to help increase their learning.
1.6 Supplemental technological classroom tools, including installation costs, to enhance learning for all students including "Clickers", Eimos, LCD projectors, I-Pads, Smart Boards, lap tops, net books, lap top carts, lap top hard drives, and necessary tools for application.	As a result of our schoolwide action plan, and collaboration, seven new COW's (Chromebooks on Wheels) containing 280 chromebooks, at a cost of \$91,000, were ordered and put in place to engage educationally disadvantaged students, enhance instruction, and increase rigor in all core area classrooms. ELA, math, science, and social science students all benefitted from this expenditure. The purchase of these computers means, now, for the first time, every classroom teacher has a classroom set of student-use computers. Over the past three years, the number of F's in core classes (annually) has decreased by 9% (from 897 to 816) and the number of F's in ALL classes has dropped 22% from 1090 to 860. The use of this technology has engaged students to a greater degree, which leads to increased student success, as well as increased scores in ELA and math performance (refer to goals 1.1 and 1.2).
1.7 Purchase new RISO machine, new copy machine, and provide supplies, and maintenance/service costs, of office and staff room copy machines and RISO machines for large volume production of student learning sheets, work sheets, supplemental learning tools, assessments, and assessment data to increase academic performance of EDY.	Site specific categorical funds were not actually invested toward this goal in 2016-2017.

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.8 In all common core content areas, (math, ELA, science, social science and Career Tech Education) all curricular areas, following full staff inservice on Common Core Content Standards, improve benchmark assessments, review and collaborate around benchmark assessment data, provide staff development to enhance Common Core Standards Based Instruction (pacing, assessing, collaborating, intervening), and toward School Wide Continuous Improvement (Shared vision, shared understanding, collaboration).	Professional development funds (\$27,000) are being utilized to send 12 staff members to San Antonio, Texas, and San Jose, CA for separate three-day Solution Tree PLC trainings. This training will mean that 25 Marysville High School certificated staff will have been to the Solution Tree PLC training and will assist MHS in implementing the MJUSD PLC direction, most effectively utilize the collaboration days going into effect next school year, and apply a schoolwide unified effort to insure that ALL students means ALL students and the ALL students can learn and grow----particularly educationally disadvantaged students.
1.9 Implement Positive Behavior Intervention & Support (PBIS), a research based program from the University of Oregon, paid for by the California Mental Health Institute to integrate school wide academic and behavioral interventions to enhance student performance. Train staff in Response to Intervention (Rti) intervention methods in order to standardize school wide instructional and behavioral expectations enhancing quality of instruction for all educationally disadvantaged students.	As part of our school's commitment to PBIS and Rti, and since we added nine new staff members to our school at the beginning of the year, our school invested (\$10,343) in a collaboration day for teachers to review, revise, and implement our schoolwide PBIS strategy. As part of this strategy, our school sought to invest in and develop a Link Crew program for incoming freshmen. The first year of the Link Crew implementation was incredibly successful as over sixty upperclassmen, trained by three fully certified staff members (\$1,034 for collaboration around intervention strategies), provided unprecedented outreach, mentoring, and support to incoming freshmen, which assisted in a positive transforming bump to our school culture and safety for educationally disadvantaged students.
1.10 Train staff in use of instructional technology to teach educationally disadvantaged students common core standards. These staff members are expected to train fellow staff members in learned strategies.	Site specific categorical funds were not actually invested toward this goal in 2016-2017.

GOAL #2

Heighten Marysville High School students' awareness of post-secondary career and college opportunities available to them and strengthen students' skills and knowledge to ensure they are prepared to pursue the career path of their individual aptitude, interest, and choice.

What data did you use to form this goal (findings from data analysis)? Comparison of A-G completion rates with schools in our region and statewide.	What did the analysis of the data reveal that led you to this goal? Analysis led to the conclusion that an average of 35% of graduates state wide complete A-G requirements.
Who are the focus students and what is the expected growth? 2016-2017 34% of students completing A-G Requirements 2017-2018 35% of students completing A-G Requirements	What data will be collected to measure student achievement? Formative benchmark exams, CAASPP performance rates, will be used to measure achievement
What process will you use to monitor and evaluate the data? Students' demonstrated performance in terms of % of students completing A-G requirements	Actions to improve achievement to exit program improvement (if applicable). Increase home communication to educationally disadvantaged students to improve academic performance, passing college prep classes, in order to complete A-G requirements.

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal		Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1	Work with our district leadership toward an appropriate Full Time Equivalent (FTE) formula in order to maintain Career Tech courses and further development of career paths.	Site specific categorical funds were not actually invested toward this goal in 2016-2017. We did receive an additional FTE from our district's LCAP funding which we utilized for three sections of math, to increase our math intervention for students and to initiate two Academic Seminar intervention class sections to help EDY students with behavioral, organizational, and study skill intervention.
2.2	Work toward adding additional Advanced Placement course offerings for all students (Students and Parents).	Site specific categorical funds were not actually invested toward this goal in 2016-2017. We introduced an AP US History class in 2016-2017 which served 32 students. The class is so popular, we have 48 students signed up for the class next year and will be offering two class sections. We look to add AP Physics in 2018-2019.
2.3	Continue implementation of the Positive Behavior Interventions & Supports (PBIS) Tier I schoolwide expectations, incentives, documentation (SWISS), communication & problem solving, and launch implementation of PBIS Tier II and Tier III interventions and strategies beginning with implementation of "Check-in Check-out" (Ci-Co).	As part of our school's commitment to PBIS and RTI, and since we added nine new staff members to our school at the beginning of the year, our school invested (\$10,343) in a collaboration day for teachers to review, revise, and implement our schoolwide PBIS strategy. As part of this strategy, our school sought to invest in and develop a Link Crew program for incoming freshmen. The first year of the Link Crew implementation was incredibly successful as over sixty upperclassmen, trained by three fully certified staff members (\$1,034 for collaboration around intervention strategies), provided unprecedented outreach, mentoring, and support to incoming freshmen, which assisted in a positive transforming bump to our school culture and safety for educationally disadvantaged students.
2.4	Postage, paper, labeling, and printing costs for supplemental parent communications, including "Good News Cards", and parent newsletters.	As an offshoot of our school's successful PBIS Wampus Card positive energy program, a significant number of staff members, particularly from our math and science departments, sent hundreds of handwritten "Good News Cards" home to parents validating positive student performance, bridging communication, and building relationships.

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.5 Work toward adding an additional (third) guidance counselor (Students and Parents).	Site specific categorical funds were not actually invested toward this goal in 2016-2017. Through our District's LCAP funding, our District continued to maintain two additional full time counselors improving our school's student-to-counselor ratio from 1 to 500 (as recently as 2014-215) to 1 in 250 currently.
2.6 Maximize student, parent, and teacher participation in, and utilization of, Aeries.	Site specific categorical funds were not actually invested toward this goal in 2016-2017. Presentations were made to parent by counselors at Back to School Night. Our ELAC team trained parents at ELAC meetings on how to get on and use Aeries. Parent training for Aeries have become a standard practice associated with IEP's, SST's, 504's, and regular every day conferences and interventions.
2.7 Provide "credit repair" opportunities for educationally disadvantaged students to make up credits by taking independent study or online courses.	\$7,000 of Targeted money (not Title I money) was invested to offer credit repair for 70 students, 60 of whom enrolled in credit repair and completed coursework. These 60 students completed 313 credits. \$3,000 is being invested to offer 50 students credit repair in June of 2017, with the potential of 250 credits to be earned. These efforts help contribute toward our school's successful dropout rate of 1.9% last year and average of 1.9% over the past seven years---along with our school's average graduation rate, over the past seven years, of 96.6% (96.3% last year).

GOAL #3

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

What data did you use to form this goal (findings from data analysis)? Student behavior data spanning nine years provided the measure for this goal.	What did the analysis of the data reveal that led you to this goal? Each year, since 2003, Marysville High School has improved awareness, communication, and support for students demonstrating behavior problems, as demonstrated in the reduction of fights, total days of suspension, attendance, dropout, and graduation rates.
Who are the focus students and what is the expected growth? Though general focus is on all students, our most intensive students (8-10% most behaviorally challenged educationally disadvantaged students) are our main focus. Numbers of suspensions, expulsions, and referrals will reduce 10% in 2016-17. Suspensions will reduce 10% from 2015--2016. Attendance will meet or exceed 95%.	What data will be collected to measure student achievement? AERIES attendance and student discipline printouts
What process will you use to monitor and evaluate the data? AERIES attendance and student discipline printouts	Actions to improve achievement to exit program improvement (if applicable). By addressing educationally disadvantaged students' behavioral issues, students will be empowered to perform at increasing levels of academic performance.

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
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Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
3.1 Marysville High School will provide 100% of PASS Officer's salary.	Our PASS Officer provided 293 documented interventions for conflict management; personal and family crisis interventions; supervision of students placed on school site and suspended expulsion contracts. Students placed on a school contract were monitored via Aeries and/or direct student or parent contact. Additionally, there were many other student contacts when assisting Assistant Principal is school discipline issues. Our PASS Officer facilitated in 183 PARENT CONFERENCES: This includes phone calls, home visits and office visits. Some are duplicated having seen more than once. Our PASS officer made 56 HOME VISITS: Home visits prove to be the most effective when a parent/guardian realizes someone from the school would actually come to their home expressing interest and support for their student. These "recovery" efforts usually resulted in improved attendance avoiding a SARB citation. Our PASS Officer facilitated 463 ATTENDANCE INTERVENTIONS (some are a duplicated count or some are included in above count). This included meeting directly with the student, making a home visit or phone call to the parent or guardian, to ensure improved attendance. This was an effort to increase overall school attendance, as well as to decrease the number of SARB referrals. This year (2016-17), MHS implemented an updated tardy policy which included letters sent home, phone calls to parents or guardians, and assigning various levels of student interventions from warning to Saturday School or Opportunity School. When a student failed to follow-through with the assigned intervention, they were re-contacted and assigned appropriate consequence. Our PASS Officer provided interventions to insure CAMPUS GANG SAFETY by attending a weekly Gang Task Force meeting at the Yuba County Courthouse. This is a multi-agency group which includes representatives from MJUSD, Law Enforcement, District Attorney's Office, Department of Social Services and more. It is community based and has served to protect the local communities and schools. Our PASS Officer served as our P.B.I.S. CICO Coordinator (Check-in/Check-out) for over 19 at -risk Tier II students. This included meeting with students and their parents or guardians to offer and consider eligibility in this program. This also includes meeting with the Tier II team to consider eligible students. Once placed in this intervention program, students were monitored for compliance and participation. As a result of our PASS Officer's efforts, MHS school wide attendance rate has exceeded our goal of 95% for the 12th consecutive year.
3.2 Marysville High School will provide dropout prevention services that include intervention strategies, and outreach to counseling services for At-Risk Educationally Disadvantaged Students.	Site Specific Categorical funds were not utilized for this purpose in 2016-2017.

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

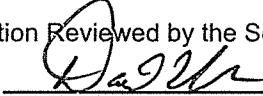
School: South Lindhurst Continuation High School

Principal: David Jones

School Site Council Certification

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

Annual Program Evaluation Reviewed by the School Site Council on 05/17/2017.

Principal's Signature:  -5-17-17

SSC Chair Signature:  5-17-17

GOAL #1**SOUTH LINDHURST**

All students will reach high standards, at a minimum, attaining proficiency or better in Language Arts and Mathematics as well as a deeper understanding of technology, history and science. Students will reach Annual Measurable Objectives(AMOS), Participation Rates, and increase graduation rate.

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

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
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Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1 Increase Parent Involvement & Communication with our families. Providing a multitude of opportunities for our parents to stay connected, involved, and equal participants in the education and development of our students.	* This year we started the school year with a Back to School Orientation and Ice Cream Social to meet new students and families to South Lindhurst and seek participation on parent committees and groups. * A student handbook was created and distributed to all students and new enrollment to increase communication and expectations to students and parents. * We held ELAC parent group meetings to provide further communication and support to our second language parents. Meetings were held on the same evening as our School Site Council Meetings. * Parent workshops for financial aid were held in the evenings for all SLHS parents in the month of October. * Site Council has met 4 times this school year and has guest participants each time from the student body, staff, and community. * Flyers and newsletters have been sent home and/or mailed home to students. * School audio messenger has also been utilized for important information and dates * School website has not been updated as much as last year. The district moved to a new system (Catapult) for webpages and there is a learning curve. This should be much improved next school year. * Student attendance has maintained all year at 97-98 %
1.2 Technology (Teaching and Learning): Ongoing development of virtual laboratory and supplementary tools to be used for credit remediation, ELD augmentation and RSP curricular tools. SLHS will utilize the PLATO Online program and computer laboratory after hours and during the school day if additional remediation is needed. In addition, the online PLATO program and lab will assess and provide adaptive intervention to our RSP students. Materials included are: Computers, chromebooks, ipads, subscriptions, site licenses for credit remediation program, Language programs, hook up and installation materials, Realia specifically for science and math online learning, Supplemental technology materials/software for all content areas, as well as hours to hire tech to work in laboratory.	* Class set of Ipad's with otterbox and cart. Ipad's to be used for supplemental activities, projects and assessments for every content area classroom. Cart will housed within the main office and checked out when needed. * Ipad tri-pod stands were purchased for student presentations and filming. * Each classroom will have a class set of headphones for student use with chromebooks. Video content within the Ascend Math program, PLATO, or shared content through google classroom require headphones. * 16 student desktops for the Resource Room for student workshops, development of graduate transition plans, Math and ELA intervention & extension. * Graphing calculators for 2 Math teachers for integrated Math * Money was also spent on Year 3 of the 3 year contract for the Online Credit Recovery Program: Edmentum PLATO. This program has provided additional course completion opportunities within a program that is limited on resources. PLATO now offers over 35 different course options that cover CTE, Electives, Fine Arts, Health, P.E., History, Economics, English, Math, Vocational, Science, and Careers. This program increases technology skills within students and aids the transition to post secondary education that are becoming increasingly more technology/web based.

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.3 Supplemental Materials and Supplies (Teaching and Learning): Additional realia and supplemental teaching materials for extended ELA, Science, History and Math education. Support materials, site subscriptions for intense intervention and guidance to meet grade level standards within the four core subject areas. Focus on transitioning to College and Career readiness.	* Ascend Math Intervention Program to fill learning gaps in students to bring them to grade level. Currently piloting this program in the Spring semester with 30 seat licenses. THIS WILL BE A RECOMMENDED TITLE 1 EXPENDITURE FOR NEXT YEAR. * Discovery Learning Site License to supplement ALL content areas with real-life applications, video's, etc. 1. Used very little campus wide and will not be a recommended expenditure next year. We may want to look at this program or one like it in the future if team feels that it would benefit lessons and student engagement. * Barnes & Noble Book order for school library and supplemental readings for English classrooms. Materials help cultivate a love for reading. * Strengths Based books and access codes were purchased for student use during guidance periods. Students will take an online assessment to identify their top 5 talent themes or strengths. Students will print out their individual action plans and the books will guide them through the process to develop their strengths and pursue a career that will maximize their talents.
1.4 Professional Development: Professional development related to at - risk students. Development opportunities will be directed towards methodology related to school ESLR's and liabilities of teachers and administration to help meet these goals.	1. Google Apps Training 2. Staff visitation of a Model Continuation Site 3. District Level Instructional Academies 4. Edmentum Online PLATO Courseware training 5. (staff trained in google apps) Technology (chromebooks, desktop lab, ipad cart) 6. Youth Development Network for Strengths Training 7. E.L. Training with Kate Kinsella 8. Maria Nielsen (Unpacking Standards) 9. CCEA State Conference (California Continuation Education Association) 10. Solution Tree PLC Conference in San Antonio, Texas **PROFESSIONAL DEVELOPMENT WILL BE AN IMPORTANT POINT OF EMPHASIS NEXT YEAR. IT IS HIGHLY RECOMMENDED THAT FUNDING BE PUT INTO THIS AREA MOVING FORWARD.
1.5 Teaching and Learning (Extended intervention): Additional contracted staff hours to run intense intervention and off cycle course offerings in order to aid student goal achievement, standard mastery, and credit recovery.	*The online PLATO program was used for a 3 credit intersession for students who were close to graduating and those who wanted to earn credits over their 3 week vacation. Mrs. Sullivan (PLATO coordinator) oversaw the intersession, interacted with students online, and graded coursework. Each student was placed into a course of need on their transcript and put on an academic contract. The intersession was a success for students. IT IS RECOMMENDED THAT THIS EXPENDITURE CONTINUE FOR NEXT SCHOOL YEAR FOR CHRISTMAS BREAK ONLY FOR A 3 CREDIT INTERSESSION.

GOAL #2**GOAL #2**

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

PART 2: Develop, refine, implement strategies that meet the diverse needs of alternative education students, this will foster graduation rates and assist them in becoming contributing successful citizens. To reach this goal, the following sub goals will be addressed: 1) college & career exploration and counseling, 2) safe school, 3) increased parent involvement, and develop community partnerships, 4) student transcripts processed accurately and timely, 5) every student will have an academic grad plan that identifies short term and long term goals, and 6) students will be recognized for their accomplishments, and 7) Opportunities for career actualization through ROP courses, site based activities, and off site career experience.

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

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
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Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1 2.1 Staffing (Part-Time District Funded Counselor): To work with students on educational persistence, grad plans, and scheduling. Counselor will also mediate student conflict to increase student time in academic setting and increase school to home communication of student needs. Counselor also serves to facilitate FAFSA, college application and program determination. Community resources will be accessed and brought to South Lindhurst to open college and career pathways for our students. The school counselor and student support specialist will work closely with the site principal to organize college and career days for our South Lindhurst students.	This is a district funded position. This person (Mrs. Huerta) has worked hand in hand with office staff and teachers to provide social/emotional support and services as well as academic guidance. This year we increased our guidance and workshop offerings for students. In addition, Mrs. Huerta has become more targeted with our interventions, collection of data, and post-secondary transition guidance. Our graduation rate has improved 22% this academic year from 49 graduates to 60 this school year. THIS DISTRICT FUNDED POSITION HAS ADDED SO MUCH TO EVERY ASPECT OF OUR PROGRAM. 1. ASVAB Testing on site with Interpretation Workshop 2. Wells Fargo College Success Workshop 3. Wells Fargo Mock Interviews 4. Junior Achievement Workshops for Personal Finance sponsored by Wells Fargo (6week workshop) 5. Junior Achievement Workshops for Job Skills sponsored by Wells Fargo (6 week workshop) 6. Resume Building & Cover Letter Workshop 7. Job Search & Application Workshop 8. FAFSA Workshop for students and parents SUPPORT GROUPS: 9. Garden of Greatness Group for self-esteem during lunch 10. Personal Counseling daily 11. Lunch Brunch Group for those struggling with acceptance during lunch 12. Teenage Pregnancy Group
2.2 2.2 Staff (Student Support Specialist): To support academic achievement and goal actualization of at risk students. Student Support Specialist will provide direct academic support in the computer lab to achieve credit recovery and proficiency of grade level standards through the online Plato Program for 3.5 hours daily. This Position will contribute to the safety and culture of the site by providing supervision during non-instructional time (lunch). Student Support Specialist will meet with students for low level counseling services and refer more severe counseling needs to the guidance counselor. Serve as community liason for student intervention and outreach. (Guest Speakers, Donations for student recognition, Organize annual college & career days with G.C. for students at SLHS). Connect students to services and programs that will support their development and future college and career pathways.	Not funded this school year.

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Annual Program Evaluation - 2016-17

School: Marysville Community Day

Principal: David Gray

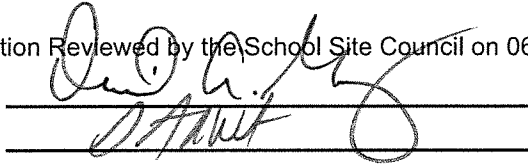
School Site Council Certification

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

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

Principal's Signature: _____

SSC Chair Signature: _____



GOAL #1

The purpose is to maintain, support, and provide students and staff with technology, supplies, equipment to enhance student success. Infuse multiple learning modalities into the curriculum to provide adaptive learning in a differentiated environment. Provide extended interventions to enhance student success.

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

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal		Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1	Provide access to technology for all students, grades 7-12, during the school day to enhance learning. Electronic devices will help facilitate individual remediation and pacing as well as collaborative group learning. Students will be able to access daily resources to support foundation skills as well as critical thinking. Technology will also increase student engagement and provide hands-on learning aides to support instruction and research.	Students used Chromebooks to enhance learning. The use of technology, especially with the students in Special Education classes, helped evaluate student performance in order to assist them in reaching grade levels in math and reading. Each classroom has enough pieces of technology to have every student use the items. Plato, an educational tool has been used by the math teacher and all other staff uses projection equipment and other video devices in lessons.
1.2	Purchase supplemental materials and supplies to enhance learning through measures	Online programs are complimented by the purchase of materials which support lessons and units. Each teacher has been trained to use these devices.

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.3 Ongoing high quality professional development is a powerful means to assist teachers in their work with all students. The use of effective high quality teaching strategies is essential in improving the academic achievement of each and every student. Professional development to enhance teacher skills and refocus plans for student achievement. These opportunities are provided in and out of the district. Areas of focus will include EL development as well as specific school topics. In-house training will also provide teachers the opportunity to hone their skills right on our campus Provide release time and/or extra duty time for professional development in the form of articulation, data analysis and peer observations. Release time for peer observations and opportunities to dialogue with other teachers about effective teaching strategies, classroom management techniques, curriculum alignment, student achievement, etc. Provide extra duty pay for consultation with expert teachers to provide support to individual teachers and/or participate in grade level articulation to support teachers.	The staff has been involved in training sessions provided by the district. These events enhance teacher quality and delivery of lessons.

GOAL #2

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

What data did you use to form this goal (findings from data analysis)? Student attendance reports, California crime reports, suspension rates, disciplinary reports from previous schools, and disciplinary referral reports. As well as weekly CICO data.	What did the analysis of the data reveal that led you to this goal? Students were expelled and suspended for various reason from prior schools. Even students that are not expelled still had numerous incidents of discipline and referrals.
Who are the focus students and what is the expected growth? All students will be the focus. Higher attendance rates and reduction of out of class referrals and suspensions.	What data will be collected to measure student achievement? Disciplinary reports in regards to days of suspension, number of students receiving referrals, attendance percentages, referrals to SARF, and California state crime reporting percentages.
What process will you use to monitor and evaluate the data? A monthly attendance report and monthly data on the number of students given referrals or suspended from school. Weekly behavior levels including check in/check out data.	Actions to improve achievement to exit program improvement (if applicable). Data collection and student success has been seen through weekly grade checks. Students who begin falling behind have the parents contacted and extra opportunities for enhancement of skills is given in smaller settings with direct instruction from teachers and support staff.

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1 Character and leadership development is critical to creating students who are equipped for success. The supplemental curriculum, Character Development and Leadership, will help student develop skills to become effective members of society. With 15 years of product development, the curriculum is research-based and aligned with the ELA Common Core Standards. Staff will be trained in program implementation to ensure fidelity and student success.	Students are continually being evaluated and use of the most current Professional Learning Communities practices have helped to give us a clear view of what is needed in order to help struggling students. The collaboration with the other alternative schools in the district, along with the PLC trainings have helped as well.

GOAL #3

Parent and community involvement at Marysville Community Day School increases the educational opportunities for all students. In order to communicate with parents, and get parents involved in their child's education monthly meetings will be held as well as monthly newsletter sent home.

What data did you use to form this goal (findings from data analysis)? The number of economically disadvantaged students including homeless students. The percent of students on free and reduced lunch.	What did the analysis of the data reveal that led you to this goal? The high percentage of economically disadvantaged students and students below grade level at the school.
Who are the focus students and what is the expected growth? All students that are below grade level and/or economically disadvantaged. The expected growth is a five percent increase in attendance and an increase of ten percent of those parent involved at the school site.	What data will be collected to measure student achievement? Monthly parent meeting attendance, and parent conference attendance
What process will you use to monitor and evaluate the data? Attendance reports or students and monthly attendance sheets from parent meetings.	Actions to improve achievement to exit program improvement (if applicable). No actions are taken, as this school is a transitional school where students come and go throughout the year. No data, other than the success students show at their next school is given.

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
3.1 To increase parent and community involvement monthly parent meetings will be held and communications sent home monthly in an effort to enhance student learning.	Research has shown that when parents are involved, the student does better than without. Part of the school parent involvement plan includes having a commitment from school, parent and student (parent compact) and utilizing the Parent Involvement plan.