

SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2017-18

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 29, 2018.

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)? CAASPP testing, 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).

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 Instructional Assistants to help with ELA interventions/enrichments during WIN (What I Need) Time in grades K-6. IAs will assist teachers in instruction and in working with students at each grade level to raise their academic levels as measured by a combination of assessments to include STAR Early Literacy, STAR Reading, curriculum embedded assessments and site/grade level common formative assessments..	We altered our school schedule this year and slotted in a 45 minute ELA intervention 4 days a week and provided two to four instructional Assistants for each grade level (K=4, 1st=4, 2nd=2, 3rd=2, 4th=2, 5th/6th=4). Approximately every 4-6 weeks, the grade levels would give their students a common formative assessment and then reshuffle their groups and the Instructional Assistants would be placed based on greatest need. On the one day a week that our intervention wasn't running, the Instructional Assistants were dispersed to work with grade levels on other items. Using our STAR Reading assessment as one indicator for grades 4-6, we saw some significant growth: 74/86 4th graders (and 5th graders in the 4/5 combination class) increased their instructional reading levels, 1/86 remained the same and 11/86 decreased over the course of the year. 24/86 grew greater than one grade level, but less than two grade levels; 7/86 grew greater than two grade levels; 1/86 grew greater than three grade levels and 1/86 grew greater than four grade levels. 48/60 5th graders increased their reading levels, 4/60 remained the same, and 8/60 decreased over the course of the year. 10/60 grew greater than one grade level, but less than two grade levels, 2/60 grew greater than two grade levels, 2/60 grew greater than three grade levels, 54/60 6th graders increased their reading levels, 1/60 remained the same and 5 decreased over the course of the year. 24/60 grew greater than one grade level, but less than two grade levels; 6/60 grew greater than two grade levels; 2/60 grew greater than three grade levels, and 2/60 grew greater than four grade levels. This means that in our upper grades, we had 85% of our students increase, 3% remain the same and 12% decrease. 28% of our upper grade students grew more than one IRL but less than two; 7% grew more than two; 2% grew more than three and 1% grew more than four.

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 Providing a 3.75 hour Elementary Student Support Specialist to assist students in better understanding the link between their behavioral decisions and their learning, 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 trage for disciplinary issues sent to the office, able to mediate with students where appropriate and send them back to class. This year she was again 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' group bringing in guest speakers and worked closely with our STARS Site Lead who ran the boys' group Fortify. She continues to be a positive addition to our campus.
1.3 Provide professional development for staff that focuses on collaboration of staff members for the benefit of student learning. This could be conferences, workshops, release time, summer institute planning for reviewing what went well, what didn't and how to continue to improve our instruction for students..	This year with the district and the teacher's union agreeing to 20 collaboration minimum days, it brought clarity to professional development for our site. We will be sending 11 teachers and Mr. Preston to a PLC conference at the end of June. Also in June, we are sending four teachers to a Get Your Teach On! conference in San Diego and four teachers to a one day training on a Socio-Emotional Learning (SEL) program we are considering purchasing for our site for next school year. This year, we were able to provide a release day for each grade level K-4, our Yearbook team and our 6th grade team. Finally, we will be having a "Summer Institute" where grade levels will be able to get together and look at what went well this year, what didn't, and refine their curricular planning for next year to align better with the agreed upon Boulders, Rocks and Butterflies.
1.4 Provide a credentialed substitute teacher to help with WIN Time K-6 two days a week, leading a 5th/6th grade group on Tuesdays and Thursdays.	Because of our schedule with WIN this year, Mr. Preston and Mrs. Wiseman, the Music teacher, were sharing instruction of a 5th/6th group, until it became too much for Mr. Preston to commit. We hired retired Arboga teacher, Loretta Voboril to take Mr. Preston's Tuesdays and Thursdays and when she wasn't substituting all day for teacher vacancies, she was in there. Mr. Preston lesson planned the units and Mrs. Voboril and Mrs. Wiseman taught them. This allowed for the 5th/6th grade groups to have smaller groups.

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, Rti 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).

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 standards taught.	This year through Title One funding, we purchased 10 Chromebooks, 2 Chromebook replacement screens, 2 Smartboard Rails, 2 printers, 1 LCD projector and wall mount, 21 iPads, 1 Elmo Visual Presenter and Writing Board, 5 Projector Lamp replacement bulbs, various items to install Smartboards/replace parts, 1 Smartboard, 100 earbuds, 90 computer mice, 12 Otterboxes for iPads, 9 Supcases for iPads 3 student computers, 1 MacBook Pro, 2 Elmo Document Cameras and various other smaller items.
2.2 Purchasing additional intervention/enrichment materials for WIN Time including supplementary district/state approved materials, other curricular supplementals and copies.	Multiple items were purchased to assist teachers/students for intervention/enrichment time. Grades K-3 were more proactive in submitting requests for items such as three class sets of novels (enrichment 3rd grade), 20 sets of 12 reading books (1st grade), six sets of 14 fiction and non-fiction (2nd grade), extra decodables (1st grade), manipulatives to help with letter recognition, blending, making words, etc. (K/1), writing supplies/aids (1st), educational games and manipulatives (2nd grade), Expanding Expression Toolkit (Speech and Special Education to help with small groups in 1-3), reading/writing centers (1st, 2nd, 3rd), single Scholastic Book titles (1st, 2nd), Intervention books/packs/workbooks (grades 3-6), Read Naturally Signs for Sounds (K-3), etc.

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).

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
3.1 Purchase Parent Institute School Success Web Content Service and Complete Toolkit on Parent Involvement.	We continued both of these services this 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 28 new parents and provided refresher training for an additional 11 parents. We have provided \$385 towards fingerprinting through the 3rd quarter.

SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2017-18

School: Cedar Lane Elementary School

Principal: Jill Segner

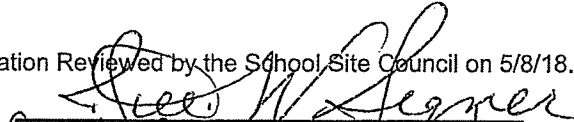
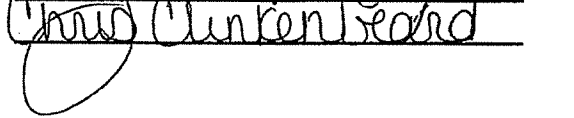
School Site Council Certification

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 5/8/18.

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 teacher -made assessments. 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).

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 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, 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	20 teachers and Administration attended Solution Tree PLC training. A new enthusiasm built and we have some enormous engagement in participation of a collaborative effort to increase student achievement. Staff also attended a PLC that focused on English Learners that has resulted in an English Learner Task Force. Additionally, staff attended CUE (Computer Using Educators, PBIS, and Restorative Justice.

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).

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	
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.	The two para-educators work with students and provide direct instruction to students.
2.2 7 Para educators to provide intervention to students not reading at grade level. Services will include but are not limited to SIPPS and Read Naturally.	We had 7 para educators to provide service to students to enhance the learning process.
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.	Ipad were purchased for 1st grade classroom to complete 1 to 1 implementation. Computers for teachers were purchased for older computer replacement.
2.4 Tier 3 level intervention which will include 1-2 days a week with 2-4 students providing direct instruction to students. Contact could be from 30-60 minutes, based on need determined by teacher. There will be a pre- and post-assessment for a specified period of days as determined by the teacher and agreed upon by the admin.	Tier 3 tutoring worked well. Teachers sorted students and provided service to 2-4 students in order to remediate skills. This resulted in a positive effect on student achievement.
2.5 Perfect attendance incentives which could include food, prizes, pencils, certificates	This year we had an increase of attendance by providing incentives.

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.		We provided " Strengthening Families"
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.		We work collaboratively with Preschool on our campus.
3.3 Parent Academy		This did not happen this year. We plan to do the 18-19 school year.

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Annual Program Evaluation - 2017-18

School: Cordua Elementary School

Principal: Ashley Vette

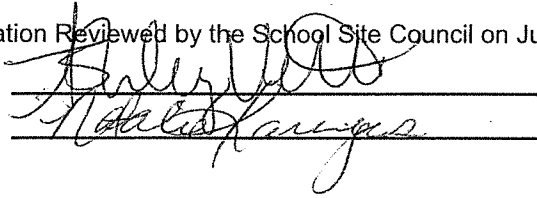
School Site Council Certification

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Annual Program Evaluation Reviewed by the School Site Council on June 5, 2018.

Principal's Signature: _____

SSC Chair Signature: _____

The image shows two handwritten signatures in black ink. The first signature, for the Principal, is written over a horizontal line. The second signature, for the SSC Chair, is written over another horizontal line. Both signatures are cursive and somewhat stylized.

GOAL #1

Improving Student Achievement/ 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, Wonders 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 2016-2017 • District Benchmark Assessments for ELA and Math	What did the analysis of the data reveal that led you to this goal? Standardized Test Scores (CAASPP) <table><tr><th colspan="2">2015-2016</th><th colspan="2">2016-2017</th></tr><tr><th>ELA</th><th>Math</th><th>ELA</th><th>MATH</th></tr><tr><td>3rd 7%</td><td>13%</td><td>3rd 19.23%</td><td>26.92%</td></tr><tr><td>4th 42%</td><td>33%</td><td>4th 28.57%</td><td>7.14%</td></tr><tr><td>5th 27%</td><td>27%</td><td>5th 35.72%</td><td>14.28%</td></tr></table> Comparing two years of data reveals our students have made growth in some areas. The data above reflect the percentage of students that scored proficient or above in ELA and Math at the conclusion of last school year. Data will be updated when 2017-2018 scores become available.	2015-2016		2016-2017		ELA	Math	ELA	MATH	3rd 7%	13%	3rd 19.23%	26.92%	4th 42%	33%	4th 28.57%	7.14%	5th 27%	27%	5th 35.72%	14.28%
2015-2016		2016-2017																			
ELA	Math	ELA	MATH																		
3rd 7%	13%	3rd 19.23%	26.92%																		
4th 42%	33%	4th 28.57%	7.14%																		
5th 27%	27%	5th 35.72%	14.28%																		
Who are the focus students and what is the expected growth? We will be focusing on all students in K – 5th grades with a stronger emphasis on students who scored below proficient on the 2015-2016 CAASPP English Language Arts and Math assessments and on the District Benchmarks and/or program assessments. We will be using the new district benchmarks, and teacher created assessments 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).
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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.	Classroom interventions were made possible with the push-in services provided by Title 1 funded instructional assistant.
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.	Title 1 funded after school tutoring served students who needed intervention. Tutoring served primarily 4th and 5th grade students.
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.	In collaboration with the district technology department, all classrooms will be receiving updates to technology components over the 2018 summer. The updates will support wireless access, Smartboard technology, and sound. The use of technology is imperative to delivering Wonders curriculum.
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.	Supplementary materials were purchased throughout the year to support core curriculum. Teachers purchased materials and supplies for ELA, math, and science. The science materials were used to put on a science fair for students.
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.	Books were purchased to keep library selections up to date.

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.	Teachers will attend the PLC conference this summer in Santa Clara, CA. The conference will provide staff the opportunity to learn more about PLC practices develop plans to implement intervention and best practices.

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 pleased with what is happening at Cordua School. We will continue to work on home school communication and student voice and choice. While participation in school-related functions is relatively high, there are still some parents who are not actively involved. Our goal is to help all parents feel involved at some level. Attendance percentages were often at or above the district goal of 96%.
Who are the focus students and what is the expected growth? We will be focusing on all students in K – 5th grades with a stronger emphasis on students who scored below proficient on the 2016-2017 CST's, 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 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? • 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).

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.	Excellent turnout at school events. Parents reported hosting events from 5:30-6:30 in the evening made attending easier for working parents.
2.2 Use of parent and community volunteers in the classroom to provide small group intervention to targeted students and assistance as needed. Message center will be installed in the parent waiting area for school/home communication and improve advertisement for school events and student activities.	The volunteer procedures are clear and most parents who would like to volunteer are able. Title 1 funding is reserved to support home school communication and clearing volunteers.

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)? • The California Standards Tests for ELA and Math from 2016-2017 • District Benchmark Assessments for ELA and Math	What did the analysis of the data reveal that led you to this goal? 2016-2017: Only 35% of our 5th grade students are performing at or above the proficient level in ELA, and 14% of our students are performing at or above proficient in math. District benchmarks also reveal that not all of our students are performing at grade 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 will use CAASPP data 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 CAASPP 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).
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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.
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.	Teachers used district PLC Wednesdays to meet and discuss student 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.	Teachers will attend the PLC conference in Santa Clara, CA in June 2108.

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Annual Program Evaluation - 2017-18

School: Mary Covillaud Elementary School

Principal: Doug Escheman

School Site Council Certification

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

Annual Program Evaluation Reviewed by the School Site Council on April 17, 2018.

Principal's Signature:



SSC Chair Signature:



GOAL #1

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

What data did you use to form this goal (findings from data analysis)? Data was used from the California Assessment of Student Performance and Progress (CAASPP) state scores, accelerated reading scores, CELDT scores, and 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 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 CAASPP.	What data will be collected to measure student achievement? Teachers and grade level assessments, report cards, California state teaching and content standards, and teacher observation.
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 (PLC) assessments to determine growth of learners.	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 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 PLC process, last year's assessment, goal setting for the current year and the report card, as well as signing the Parent Compact. Planning days were used to implement the PLC into the classroom. All learners that are having difficulties in class will be brought to COST meeting which allows the COST team to determine future directions and interventions.	Ninety-nine percent of the Parent Compacts were signed. That indicates that parents were aware of the PLC and last year's assessment and future goals. With all grade levels implementing the PLC process, this planning was very valuable. Teachers were able to determine specific standards to be taught plus how to assess each standard and regroup learners. All learners with academic or social difficulties were brought to the COST team. We have lost twenty four learners since the beginning of January 2018 and gained thirty nine learners during the same amount of time. Most of these learners have now gone through the COST process trying to find solutions to help them get to grade level.
1.2 EL Para-Educator took on the duties of helping in the interventions groups that allowed her to support English Limited (EL) learners.	EL Para-Educator has become part of the intervention time for all of the grade level. Twelve of all EL learners were reclassified this year. That is sixteen percent of our EL learners, and that only includes fourth and fifth grade learners due to the fact that we need Language Art standards met or above from the CAASPP.
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 teachers 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.	All first 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. More classroom times is being spent learning to use a computer as well as the other benefit which includes reading, writing, math, and research.

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 alouds to learners. Support reading by maintaining the Accelerated Reading program.	With a change in the Accelerated Reading program, there is now a continual effort placed on reading at the appropriate level, passing all test at eighty percent or higher, and reaching the learner's goal for the trimester. Learners have grown over 1.4 years who have been at the school since the beginning of the first trimester.
1.5 In order for all learners to reach mastery, Para-Educators were hired to assist in the instruction of small groups working toward mastery.	Para-Educators are now being used in every grade level in both math and language arts. Para-educators now have their own targeted group or work with the teacher checking for understanding and mastery. The school realized that one more Para-Educator will met the needs of each grade level tea.
1.6 Teachers and support staff are being sent to see professionals instruct on how to implement and perfect the PLC process. A group has already gone to San Jose and another will be going to Santa Clara to learn more about how to implement the PLC process.	Teachers and staff use the information collected from these professional research based programs to implement the PLC 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 art went up sixteen percent to sixty six percent learner proficiency and mathematics ent up six percent form forty four to fifty percent of the learners reaching proficiency. The school was selected by the state of California to be a 2018 Distinguished School.

GOAL #2

All learners will be in a learning environment that is safe, bully-free, drug-free, and conducive to learning. Our collaborative effort will be led by administration with parents, support staff, teachers, students, and community partners revising, evaluating and reviewing our school safety plan and standards at the school site. Staff will work with students with behavioral issues. Staff will participate in observation of students in class and discussions with them about the choices they are making that are distracting from their learning. Mediations between learners is emphasized. Encourage student achievement through assisting in motivational assemblies such as the Walk of Fame which honors and awards learners from each grade level. Counsel 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)? 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 year revealed that the school had reduced its number of days suspended from 47 to 26 days. Four years ago, we have 102 days of suspension. The data revealed that the number of programs and staff during the past year demonstrated the goal was being reached.
Who are the focus students and what is the expected growth? All learners will be the focus. Higher attendance by learners and less than twenty days of suspensions for the school year.	What data will be collected to measure student achievement? Disciplinary reports in regards to days of suspension, number of learners attending Choices, attendance percentages, referrals to SARB, 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 learners sent to Choices, Saturday School or suspended from 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 Auxiliary services for learners and parents. The school is continually updating and revising our parent-student handbook/calenda to promote communication to all stake holders. 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 weekly communication to all parent about the events at the school which enhances parent involvement. The school sends home learner referrals to parents when behavioral issues arise.	The parent/learner handbook was followed on all but one event. The various communication has helped in the increase of after school events as well as with school events during the school day. 452 grandparents were present on Grandparent's Day compared to 344 the year before. 377 parent were present for Parent Day compared to 344 the year before. 522 parents were present during Open House the spring.

GOAL #3

Parent and community involvement at Mary Covillaud Elementary increases the educational opportunities for all learners. The student support coordinator, volunteer PASS officer, and Para Educator will act as a liaison between school personnel and referral sources to help 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' focus their lives in a positive direction. The student support coordinator 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 students at the school.
Who are the focus students and what is the expected growth? The focus learners are the economically disadvantaged students. The expected growth is a five percent increase in attendance of said group plus an increase percentage of ten percent of those parents involved at the school site.	What data will be collected to measure student achievement? Parent conference attendance, community parent numbers, and attendance at all school related activities. Student attendance.
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 monitoring attendance and coordinating 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 support 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 students service coordinator. The elementary students service coordinator splits her time between the clothes closet, and meeting the physical needs of the learners plus working in most of the PLC grade levels. Also the school's academic scores went up in both Language Arts and Mathematics. CAASPP scores in Language Arts went up sixteen percent to sixty six percent learner proficiency and in mathematics, learners went up six percent from forty four to fifty percent proficiency. The school was selected by the state of California to be a 2018 Distinguished School

SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2017-18

School: Dobbins Elementary School

Principal: Duane Triplett

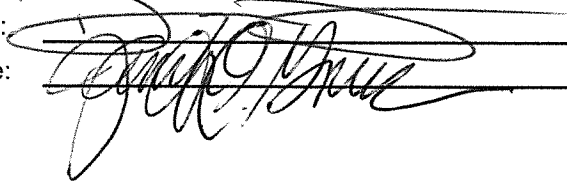
School Site Council Certification

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

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

Principal's Signature:

SSC Chair Signature:

The image shows two handwritten signatures in black ink. The first signature, for the Principal, is written over a single horizontal line. The second signature, for the SSC Chair, is written over two horizontal lines. The signatures are stylized and cursive.

GOAL #1

Improve student achievement in English Language Arts and Math. 70% of our students will score 70% or higher in both Language Arts and Math, as measured by District Common Assessments and Curriculum Embedded Assessments.

What data did you use to form this goal (findings from data analysis)? District Common Assessments and Curriculum Embedded Assessment Scores.	What did the analysis of the data reveal that led you to this goal? Our 2015, CAASP results indicate that 21% of our students are proficient in ELA and 8% of our students are proficient in Mathematics.
Who are the focus students and what is the expected growth? Focus Students: All Students Expected growth: 70% of our students will score 70% or higher in both Language Arts and Math.	What data will be collected to measure student achievement? Common Assessment scores, STAR Reading scores, SBAC Assessment Results, API and AYP scores
What process will you use to monitor and evaluate the data? Ongoing monitoring and analysis of Renaissance STAR, Common Assessments and embedded assessment data.	Actions to improve achievement to exit program improvement (if applicable).

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1 Provide students access to curriculum that addresses individual academic levels in grades K-6 ELA and Math. These programs also provide teachers essential data in identifying students who need additional intervention to attain proficiency.	
1.2 To vary instructional strategies and provide equitable educational opportunity for all students, provide supplementary instructional materials that support the district adopted curriculum and grade level content standards. This will enable teachers to present core concepts through multiple avenues to move students toward mastery as well as target students who are not proficient in ELA and Math.	Paper, ink, and copy machines were used to print supplementary instructional materials, assessments, and reports.
1.3 Provide Professional development opportunities, training, and opportunities for peer observations for staff to enhance knowledge of effective teaching strategies to improve student achievement.	All staff attended Professional Learning Communities at Work in Santa Clara in June.
1.4 Provide targeted intervention to students who are below proficient in ELA and/or math to preteach and reteach essential standards in small group and or individual settings.	Staff implemented a school wide intervention program for ELA midway through the year. Improvement for all students was documented.
1.5 Provide small group ELA and Math direct learning opportunities and teacher support in K – 6 classrooms.	
1.6 Improve student achievement through the use and integration of technology.Support technology based learning and enhance active student engagement.	All students had a personal Chromebook available to them each day. We purchased more Chromebooks for the library and I pads for our younger students.

GOAL #2

Establish a positive school climate built on shared responsibility for student learning through student, parent and community involvement. This will support our student achievement goal of 70% of our students will score 70% or higher in both Language Arts and Math, as measured by District Common Assessments and Curriculum Embedded Assessments..

What data did you use to form this goal (findings from data analysis)? Survey results, attendance records, disciplinary records	What did the analysis of the data reveal that led you to this goal? Our attendance rate regularly falls below the district goal of 95%. Disciplinary records show a increase in disciplinary actions 2016-2017 school year.
Who are the focus students and what is the expected growth? Focus Students: All Expected Growth: Increased parent involvement, A positive school climate, Increased Attendance, Decrease in behavioral incidents	What data will be collected to measure student achievement? Parent involvement, attendance rates, number of disciplinary actions, achievement scores
What process will you use to monitor and evaluate the data? We will monitor and analyze Parent Involvement, attendance, disciplinary data, and student achievement data.	Actions to improve achievement to exit program improvement (if applicable).

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal		Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1	Provide Opportunities for parents to become actively involved in their child's education by becoming school/classroom volunteers	This was not successful and we are trying to find a way to increase parent involvement through other means than just fingerprinting. We tried personal invites, Robo Calls, Newsletters.
2.2	Facilitate parent workshops and curriculum nights, which will provide parents with strategies to incorporate at home to support students in building academic success.	We offered a Family STEAM Education night that was very successful with 90% of our families in attendance. We are planning to do more of these type of events next year.

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Annual Program Evaluation - 2017-18

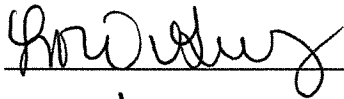
School: Edgewater Elementary School

Principal: Lori Guy

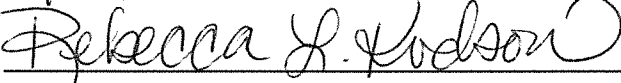
School Site Council Certification

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 04/30/2018.

Principal's Signature: 

Date: 4/30/18

SSC Chair Signature: 

Date: 4/30/18

GOAL #1

Increase the number of students and the percentage of students meeting and/or above standard 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 collaboration meetings will establish benchmarks 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).

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.	Three students were dismissed from RSP services and 30 were exited from interventions. An additional 115 students moved up in their intervention groups one or more times. Waterford was provided for K,1 students and students in need of critical intervention serving 109 students. 374 hours of after school tutoring was provided. 25 of 30 6th grade students showed an average of a year and 2 months growth in reading scores with most approaching or exceeding grade level reading levels. Seven first grade students increased recognition of a total of 408 site words an average increase of 58 each. In 6th grade, 75% of students were on grade level or above with only 3% far below on end of the year STAR assessments. 5th grade had 83% on grade level or above with 2.7% far below. 3rd grade had 85% of students at or above grade level and 1.5% far below. Early Literacy Assessments at the end of the year show 5.6% of k students as Early Emergent Readers, 55.6% Late Emergent Readers and 38.9% as Transitional and probable readers. In first grade, 84% of students were Transitional and/or Probable readers by the end of the year. 329 total medals were awarded for Accelerated Reader points with 192 earning gold medals, 70 silver, and 67 bronze. The top kindergarten reader had 171.1 points and the top reader for the school had 1,000 points and was in the 5th grade. Edgewater Elementary was recognized as a 201-18 Honor Roll school for increased student achievement and for closing achievement gaps in ELA and Math. In ELA Spring 2017CAASP results of students that met or exceeded proficiency 6th grade 40.91%, 5th 49%, 4th 56.72% and 3rd grade 58.19%. In math 39.39% of 6th grade students met or exceeded proficiency, 19.7% of 5th graders, 43.29% of 4th 61.93% of third graders.

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 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.	Teachers were provided with 3 site paid days of professional development and structured collaboration time with Learning by Design. Outcome products include essential standards by grade levels, curriculum pacing guides and curriculum studies indicating area of content needing supplementation. All grade levels participated. Weekly collaboration time was provided for teachers to analyze data and determine/revise intervention groups. Global PD was provided for all grade levels to access and a video was provided at each staff meeting. 10 staff members attended Professional Learning Community conference this year. Other site level professional development included PLC training, Wonders, Google Classroom and Google drive presentations. Additionally grade level specific requests for professional development were provided.
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.	31 initial SSTs were held with 11 follow up meetings. 27 parent teacher conferences were facilitated by the Elementary Student Support specialist. Intervention groups included 2nd grade and 5th grade students using Second Steps materials. Intervention groups also were provided for 2nd and 5th grade students regarding basketball issues. Recess and Lunch activities were also monitored. Twenty one students were seen on an ongoing basis for social, emotional, attendance or academic support. There were only 25 suspensions total this year. Fifty eight parent/community volunteers were invited to our annual Volunteer luncheon with 37 attending.
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.	11 parents were fingerprinted this year making 76 volunteers available at Edgewater. Fifty eight parent/community volunteers were invited to our annual Volunteer luncheon with 37 attending.
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.	Monthly newsletters were sent home and put on our school website August through June. Additionally school wide phone messages were made for important events or information and posted on PTOs facebook page. Fifty eight parent/community volunteers were invited to our annual Volunteer luncheon with 37 attending.
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.	Chromebooks were used in grades 3-6th and Ipad are available providing access to supplemental programs including IXL, Accelerated Reader, and a variety of educational websites. We added more chromebooks in 3rd grade. In ELA Spring 2017CAASP results of students that met or exceeded proficiency 6th grade 40.91%, 5th 49%, 4th 56.72% and 3rd grade 58.19%. In math 39.39% of 6th grade students met or exceeded proficiency, 19.7% of 5th graders, 43.29% of 4th 61.93% of third graders.
1.7 Provide ebook access to increase options for student reading for example, contracts and supplies for ebooks.	Ebooks were purchased this year providing Six hundred and sixty four ebook titles providing students access to books online. 329 total medals were awarded for Accelerated Reader points with 192 earning gold medals, 70 silver, and 67 bronze. The top kindergarten reader had 171.1 points and the top reader for the school had 1,000 points and was in the 5th grade. In ELA Spring 2017CAASP results of students that met or exceeded proficiency 6th grade 40.91%, 5th 49%, 4th 56.72% and 3rd grade 58.19%.

GOAL #2

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?
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	

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Annual Program Evaluation - 2017-18

School: Ella Elementary School

Principal: Rob Gregor

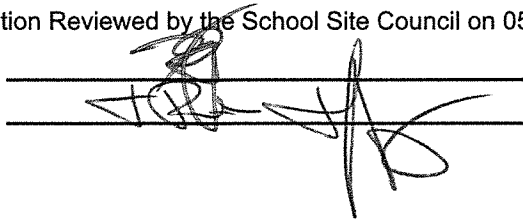
School Site Council Certification

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 05/21/2018.

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 appears to be 'J. L. ...'. Both signatures are written in black ink.

GOAL #1

Students will make academic growth/progress on three forms of measures: 1) SBAC Scores 2) ELPAC 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 ELPAC 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 engaging 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).

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
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. Pay for subs so that teachers can get into other classrooms to provide instruction and peer coaching to help our students and teachers grow.	Include specific expenditures and report student achievement outcomes based on measurements noted above. This year Ella redesignated 8 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 ELPAC 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: Solution Tree, Growth Mindset Conferences and Trainings, PLC Conferences and Trainings, CAFE, EL Conference, CUE, Science, Wonders, Title 1 Conference, SCOE, GLAD, CLES, Common Core trainings and Behavior Mod Conference. Additionally, staff will attend trainings that will enable staff to develop a critical and necessary mission and vision of Ella.	Professional Development included but was not limited to: PLC Conferences 75% CLES Conferences 10% Weekly PLC Meetings 100% ELPAC Training 100% GLAD Training 35% 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 ELPAC testing and 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 11 students redesignated and this year we had 8 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. They also provide support for ELPAC Testing and work with students that are designated EL at Ella Elementary.

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 (35) (Parents sometimes make requests for counseling or it is necessary to bring in to advise with the coordination of services), making referrals to Victor Services/Mental Health (30), referrals to Victim Witness (15), Home visits (12), Crisis intervention with students (45), Child Protection Service reports (12) and Request for screening for vision for students (30).
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 have 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 ELPAC Scores. Provide students with counseling on their ELPACS. Work with students and teachers to develop lessons that will guide EL Students and allow for them to be successful on the ELPAC 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 ELPAC testing and training to teachers, parents and students, choices, behavior modification, student/parent involvement and parent/home communication.	N/A DNF
1.7 EL Para Educators that provide support to classrooms to help students that are EL. The Para Educators will work with students in grades 1-6th to support the students in ELA and Math with the direction of the classroom teachers. The Para Educators will work 3.5hrs a day 5 days a week in the classrooms with students that are struggling with ELA or Math during the workshop/small group times. Work with students and teachers to develop lessons that will guide EL Students and allow for them to be successful on the ELPAC and in the classroom. Pull small groups within the classroom with EL Students as needed and provide instruction that will guide their learning.	We were only able to hire two of the three positions and one of those quit for family reasons. The one Para Educator went into classrooms daily for 3hrs and they work directly with EL students in small group instruction. Students were able to receive 1:5 Adult to student intervention in areas of ELA support. Those students benefited from this by showing growth on their district assessments and classroom assessments provided by the teachers.
1.8 Small group intervention with EL students in ELA with a Long-Term Sub to help students with deficits in ELA. Intervention will allow for one to five ratio with students that struggle in ELA. Intervention will take place daily in grades 1st - 5th as needed and determined by the teacher.	Students benefited by having 1:5 Teacher to Student ratios of ELA and Math intervention for students that were designated EL. The students that participated showed growth in their ELA and Math assessments that were provided by the teachers and the district office.

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) ELPAC 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 ELPAC assessments Intervention recording sheets Articulation and PLC meeting with grade levels CAB tests 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).

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, CAB, Science, Curriculum Associates, Discovery Education, TpT, Moby Max, Scoot Pad, IXL Illuminate, 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 Brain Pop and AR made it possible for students to grow during the 17-18 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 and many others help 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. We have continued to rid the school of outdated models and to add new computers yearly. This provides students with the most up to date technology at their fingertips.
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 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 AR, AM, Curriculum Associates, BrainPop, Write Steps, GLAD, CAB, Illuminate, Wonders, Math Facts in a Flash. Materials for supplemental projects	Supplementary materials include: art supplies, caterpillars, paper, headphones, paper and many other items help 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 ELPAC 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. Calls 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.	Did not fund out of this area in 2017-18. We used Lottery funds.
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 25 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 30 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 - 2017-18

School: Johnson Park Elementary School

Principal: John Kovach

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 5/9/18.

Principal's Signature: _____

SSC Chair Signature: _____

GOAL #1

10% of all EL learners in all grade levels will improve their proficiency in language arts and in mathematics, moving students from the lowest performance levels to approaching levels, and from approaching to meets or exceeds standards. EL learners will also make 1 year of growth on the STAR reading, Early Literacy, and STAR math assessments.

What data did you use to form this goal (findings from data analysis)? Previous years' state testing and MJUSD Benchmark Data, STAR reports from Renaissance Learning	What did the analysis of the data reveal that led you to this goal? As a school, students did not make AYP and/or CELDT Proficiency for 2016-2017
Who are the focus students and what is the expected growth? EL learners at a school wide level.	What data will be collected to measure student achievement? Teacher and program assessments MJUSD Benchmark Assessments CELDT Scores Report Card Performance Lexia Data
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). Improving BEST practices as a staff. Working in PLC and providing interventions where needed. Needs will be identified through frequent common formative assessments. Teachers will share and use this data to drive instruction and intervention practice.

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.	SSS was successful in providing support for EL students through small group instruction. Salary of \$40,533 for the year for this position benefited all students who attended small group EL intervention. Improvements in ELA level were reported for all.
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.	Purchase of SIPPSS materials to provide ELA interventions for students. Total budget was \$23,001 to provide additional instruction for both math and ELA.
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.	Provided scholarships to 20 parent volunteers to get fingerprinted so that they were able to volunteer in the school. The cost was \$71 per volunteer.
1.4 Increase and provide consistent ELD instruction.	This was an expenditure of \$12,244 to provide a 3 hour per day intervention aide to Kindergarten, 1st grade and 2nd grade students. Teachers reported an increase in ELA through these interventions as reported in data from Lexia and STAR reading.

GOAL #2

Increase school wide literacy by improving resources in the library, utilizing Lexia and AR as classroom resources, increase literacy through actively engaging students in meaningful and well planned lessons promoting all areas in literacy. .

What data did you use to form this goal (findings from data analysis)? Accelerated Reader participation grades 1-6 Lexia progress data Classroom assessments TK-6 STAR Assessment data Reading Plus Program 4-6 (pilot program)	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? All students will make positive growth equal to a minimum of one year of growth per year.	What data will be collected to measure student achievement? Accelerated Reader participation grades 1-6 Classroom Assessment data K-6 Lexia Reports STAR Assessment Data Reading Plus Program 4-6 (pilot program)
What process will you use to monitor and evaluate the data? Data will be monitored and shared among PLC team during PLC time. After the data is reviewed, teachers will formulate ideas to promote an increase in academic performance in the area of literacy.	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. Increase library resources available to students and families. Increase library hours to provide more opportunity for students to use library. These library resources will also include reading intervention materials to help students increase their reading proficiency.	Provided \$13,425 to library to purchase new materials, books and supplies. Library was able to shelve hundreds of new books and re-decorate library. This increased student interest in the library and in books. Accelerated Reader participation and reading levels both increased as a result of these expenditures. The librarian shared the student excitement with the newer reading materials.

GOAL #3

10% of all learners will improve their proficiency in language arts and in mathematics, moving students from the lowest performance levels to approaching levels, and from approaching to meets or exceeds standards. All learners will also make 1 year of growth on the STAR reading, Early Literacy, and STAR math assessments.

What data did you use to form this goal (findings from data analysis)? Results from state, embedded and district level assessments.	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? All learners	What data will be collected to measure student achievement? Results from MJUSD District Assessments, standards-based report card data, STAR reading assessments, STAR Math assessment results, Lexia data, Reading Plus data.
What process will you use to monitor and evaluate the data? PLC methods will be utilized by staff through the use of the MJUSD District Assessments, standards-based report card data, STAR reading assessments, STAR Math assessment results, Lexia data and Reading Plus data to improve student achievement.	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.	A budget of \$9,098 was created to provide after school tutoring for students in 1st through 5th grade. Teachers used assessment data to recommend students to attend tutoring. Extra intervention is always helpful.
3.2	Provide supplemental instructional materials and technology to improve instruction, align the curriculum with standards, and provide students with extended learning opportunities.	Purchase of new materials such as the SIPPSS reading program to help provide additional intervention in reading and phonics. Materials were budgeted at \$18,191 to provide the extra support needed for struggling readers. Students attended interventions with the new materials after taking an assessment.
3.3	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.	Funding in the amount of \$22,000 was provided for teacher professional development. This include PD in Positive Behavior Intervention and Supports as well as in other areas. Some of these were for PLC training, and classroom management techniques for the difficult student. Our PBIS program has improved in implementation this year and the team is looking to advance to Tier II next 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.
3.4 Provide support through hiring para educators to provide intervention support for 3rd through 6th grades. These positions to provide instructional support to classroom teachers on a daily basis. Strategies will include individual, small group and whole class support to help increase academic achievement in ELA and math.	\$12, 296 was budgeted and used for the hiring of 2 para educators to serve students in 3rd through 6th grades. They successfully worked with teachers and each other to provide intervention supports both in push-in settings as well as pull out time for reading instruction.
3.5 Provide support through hiring para educators for kindergarten classes. These positions will provide instructional support to classroom teachers on a daily basis. Strategies will include individual, small group and whole class support to help increase academic achievement in ELA and math.	3 para educators were hired to provide support to the classroom teacher in our kindergarten classes. The budget of \$14, 359 was used very well to help teachers with instruction, intervention, small group instruction and organization. Teachers and students benefited from this expenditure.

GOAL #4

Maximize student learning time, decreasing distractions and creating a safe campus. Increase attendance by .05 %, 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)? Student attendance, discipline and PBIS referral data.	What did the analysis of the data reveal that led you to this goal? Student discipline did see a reduction in the number of suspensions but the number of referrals could still be reduced. Stronger implementation of PBIS is needed.
Who are the focus students and what is the expected growth? All learners will reflect increased student achievement with a 10% increase in the number of students scoring proficient and advanced on district benchmarks. Reduce student's suspensions by 10%. 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 data will be collected to measure student achievement? Discipline referrals Suspension records Attendance records 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) Use of PBIS self-assessment to improve Tier I and Tier II interventions to improve student behaviors.	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.
4.2 Increase parent communication and active participation.	\$440 allocated to help increase parent communication and participation. Materials purchased were used in school to parent communication. All committees showed an increase in attendance with parents. These included PTC, SSC and ELAC meetings as well as our healthy start parent classes.
4.3 Provide a mental health specialist to help provide students with a safe, encouraging and supportive environment. to increase student participation and performance.	\$23,596 was used to hire a mental health specialist who was able to provide 24 hours of 1 on 1 psychological services to students in need. Some students struggle when dealing with major trauma and neglect and the clinician has reported in increase attendance, attitude towards self and others as a result of their sessions. This applies to all students who were able to attend the sessions 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.
4.4 Provide opportunities for students to take ownership in the school culture through various activities such as Student Council with school and community service, recess rangers to improve playground culture, students helping with arrival and dismissal, and community events at school.	The creation of 3 student driven groups has led to an environment of volunteerism and helpfulness. Students took ownership as a student council, traffic crew and recess rangers. Student council was able to raise funds to provide supports to the entire school. Traffic Crew welcomed students and parents to school and bid them a cheerful goodbye at the end of the day. Recess rangers worked with other students on the playground to help teach about good sportsmanship and fair play on the playground. All of these groups of students led to a very positive environment at school. Students in these 3 groups also participated in all school events and volunteered time to make them more successful.

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Annual Program Evaluation - 2017-18

School: Kynoch Elementary School

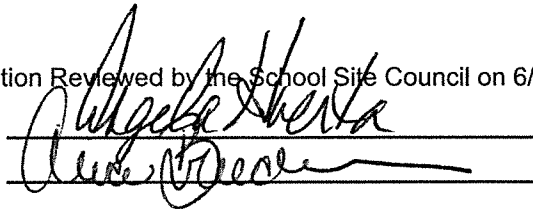
Principal: Angela Huerta

School Site Council Certification

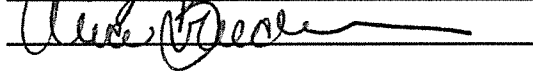
The **SSC** annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on 6/5/2018.

Principal's Signature:

A handwritten signature in black ink, appearing to read "Angela Huerta", is written over a horizontal line.

SSC Chair Signature:

A handwritten signature in black ink, appearing to read "Cecilia Becerra", is written over a horizontal line.

GOAL #1

Student Academic Performance: ELA and Math

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, more in depth using the Common Core Standards.
Who are the focus students and what is the expected growth? All students will progress at least one proficiency level in both ELA and Math	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).

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 instruction for their students with support from Instructional Assistants.	Every grade level team this year participated in Tier II time a few days per week. During this time, students were grouped according to academic needs and given direct instruction. These groups were timely, targeted, fluid and flexible. Students made great academic progress using this model.
1.2	Instructional Assistant to provide direct instruction and to promote student academic learning using technology, data analysis, working with teachers to make test scores relevant to their educating their students. She relates test information to second language parents in terms that they understand. Part time Instructional Assistant for Interventions.	Our computer lab paraeducator works directly with teachers and students in order to teach them computer skills. She also tests students three times per year on the STAR reading test. She is very technology savvy and provides technology support for staff and students.

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 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 - o 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 student recognition to motivate and inspire positive behavior and academic success • Mediates between students	Our two student support employees worked diligently with teachers and students this year. We used the SWIS data system to identify students with repeated poor choices and signed them up for a 20 day Second Step Program. This program is designed to teach students social skills, anti bullying skills as well as how to make friends. We have seen great success with this program. Students learn how to make good choices and are no longer repeating the poor choices. Our student support employees also help when we have students who are hesitant to come to school and parents need support to get them in the building.
1.4 Supplemental Academic Resources for improving student academic performance by providing after school tutoring and educational experiences during school hours. (GATE & Tutoring & Interventions). Afterschool Tutoring and interventions for EL students to raise their academic performance.	We have had fourteen teachers participate in after school tutoring in both ELA and Math. Students in these sessions have shown great academic progress.
1.5 Provide supplemental materials and resources for class during the day and for after hours tutoring classes to improve academic performance to increase student proficiency/mastery in English Language Arts and Mathematics	

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 growth 3% 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 go over data received during that time. From that data they will determine student learning goals. The principal will share the data with Site Council and ELAC groups.	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 Conferences, training, staff development after school, presenters and expenses to equip staff to serve our under-performing population.	This year we offered many opportunities for teacher professional development. We hosted Terri Lieberman, Wonders Consultant for four days this year; we hosted Maria Nielsen, for PLC for 3 days. Eleven staff members will be attending the PLC Conference in Santa Clara in June 2018. These opportunities provided teachers with support for teaching our students and with the PLC process.

GOAL #3

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, School Site Safety Plan, District Benchmark Assessments, Academic Scores, Teacher Assessments	What did the analysis of the data reveal that led you to this goal? A need to increase parent involvement.
Who are the focus students and what is the expected growth? Greater parent involvement measured by attendance at evening events and participation in PTO, Site Council and ELAC	What data will be collected to measure student achievement? Numbers of parents attending evening events, such as Math/Science Night, Numbers of parents participating in field trips and working in classrooms.
What process will you use to monitor and evaluate the data? Attendance at evening events; attendance in other activities on campus.	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 Support, Enhance Parent communication and parent involvement through newsletters, posting meeting agendas, creating outreach materials, and place phone calls to showcase opportunities for enhanced involvement and avenues to strengthen our student's academic abilities.	We have provided monthly newsletters to parents; we place all calls to parents to advise them of minimum days and special events; we send flyers home to parents regarding events; teachers use Class Dojo as a form of communication with parents.
3.2 Create parent involvement opportunities to increase academic performance.	Parents are invited and encouraged to join site council, PTO, ELAC and any other events provided on campus.
3.3 Create parent involvement opportunities, for parents to work in the classroom to improve the academic achievement for their student. Remove the monetary barrier for parents by a shared cost for fingerprinting. School pays \$40 parent pays \$31	Our parent involvement in the classroom has increased this year. Many parents have been fingerprinted in order to chaperone field trips and volunteer in the classroom regularly.

GOAL #4

School Safety

What data did you use to form this goal (findings from data analysis)? Decrease in percentage of Uniform Complaint Reports, Expulsion and Suspension Reports, and Accident Reports	What did the analysis of the data reveal that led you to this goal? Over the last 4 years suspensions have decreased.
Who are the focus students and what is the expected growth? All students and whole school data from Aeries.	What data will be collected to measure student achievement? Behavior information for Aeries.
What process will you use to monitor and evaluate the data? Group data to be collected to measure academic gains: Uniform Complaint Reports, Expulsion and Suspension Reports, and Accident Reports	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 Providing strategies and incentives to encourage and support students making appropriate choices	PBIS is in its second year of implementation. Cub Cards for positive reinforcement are used; referrals are used for negative choices made by students. We use SWIS data to determine which students have repeated referrals for the same behaviors; these students are enrolled for 20 days in our Second Step Program. In this program, students learn how to make good choices, social skills and anti bullying behaviors. Kelso's Choice is used for grades K-3. Yard Duty staff have been trained in this program; they visit classrooms three times per year to teach the students about the strategies to use to solve their own small problems. This program has cut down on tattling and given students the ability to make good choices. Problem behaviors have decreased this year.

GOAL #5

Technology will be integrated into the curriculum to achieve measurable educational objectives and a higher level of student engagement. Staff development tied to technology.

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 in the area of Math and Language Arts who are low in academics.
Who are the focus students and what is the expected growth? All significant groups as determined by assessments.	What data will be collected to measure student achievement? All significant groups as determined by 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).

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.
5.1 Supply classrooms with the equipment to improve student achievement through the use of technology. Supply classrooms with supplemental equipment. The interactive technology will allow teachers to easily conduct assessments and gauge student understanding quickly and efficiently while raising student engagement. The immediate feedback will allow teachers to differentiate instruction and tailor lessons to reach educationally disadvantaged students including English Learners and special education students. Also the technology will set the stage for richer data discussions between teachers, administrators, students, and parents. When money becomes available.	All classrooms have a smartboard, ELMO, desktop computer, chrome books or IPADs for each student. Teachers use the technology to supplement core instruction with such programs as Reflex, Prodigy, Accelerated Reading, etc. The use of these programs has increased student achievement. We have more students mastering their multiplication facts this year than last year.
5.2 Students will have access to technology to assist in the research process and in developing presentations that reflect their learning. ie. PowerPoint presentations, Publisher, Prezi, Microsoft Word, Movie Maker, and Voice Thread. Technology will also be used to assess student achievement and to drive instruction. Teachers will use technology to provide visuals, to support student learning and interactive lessons to increase student engagement.	

GOAL #6

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?
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.
6.1	

SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2017-18

School: Linda Elementary School

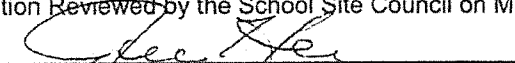
Principal: Judy Hart

School Site Council Certification

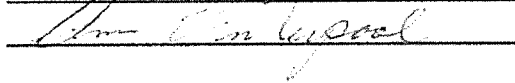
The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on May 15, 2018.

Principal's Signature:



SSC Chair Signature:



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).

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	Out Reach Consultant will motivate students to improve academic skills, sportsmanship, attitude, character, the community, and leadership skills. The ORC will serve as our home to school connection; providing access to social services based on needs, facilitate parent involvement and coordination of student success team meetings.	Linda School's Outreach Consultant, Mrs. Bird, assisted in planning trimester rallies to celebrate student success and facilitate school unity. She also organized sports for grade 4th and fifth grade students during lunch. By working with students one on one, and in small groups, she helped students to improve attitudes and behavior to reflect our three school wide expectations: Be Safe, Be Respectful and Be Responsible. PBIS was also strengthened by her leading our monthly PBIS meetings and attending the annual PBIS conference. This year, Mrs. Bird also implemented a character development program each Wednesday in our sixth grade classrooms. She also organized this year's Lion Pride Leadership team comprised of fourth, fifth, and sixth grade students. Mrs. Bird scheduled and facilitated SST meetings, connected families to appropriate agencies, and also assisted the preschool outreach holding parent meetings in our school cafeteria bridging the preschool and elementary school programs.
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.	Students in grades 2nd through 6th grade received academic interventions in the math and ELA. They were placed in specific intervention groups through the SST process. Paras assessed students prior to entering the intervention program, and then again after six weeks of targeted intervention. Most students demonstrated adequate growth and were released from the program. Students showing "some" growth continued with the intervention program. Students showing little to no growth were scheduled for a follow-up SST and, when appropriate, were referred to testing by educational specialists and the site psychologist.
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.	Students in grades K through 6th grade had daily access to technology via I-Pads, Chromebooks, and desktop computers. On line programs were utilized to reinforce grade level concepts and monitor student progress of essential standards mastery. On line programs included: Accelerated Reader, Lexia, Front Row, Illuminate, Spelling City, Starfall, Prodigy, Mobymax, Connected, Edmodo, Brain Pop...Students also used technology to demonstrate learning via Powerpoints, Prezi, GoogleDoc Teachers developed interactive Smart board lessons to keep students engaged and provide visual and auditory support.

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 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.	Grade level team leads rotated during the school year. Grade levels used district wide collaboration days to plan lessons, create common assessments and modify curriculum embedded assessments. Assessment results given via Illuminate and STAR were reviewed and intervention planned to address student needs. At the end of the year, grade levels requested to meet to review the final data provided by STAR to reflect upon their practices, share what "worked" and plan intervention for the next year. Fifteen teachers are attending the PLC Institute in June in Santa Clara.
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.	Materials supplementing and supporting grade level core curriculum was purchased, including classroom sets of literature to integrate content subjects and grade level concepts.
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.	After school tutoring was available the last eight weeks of school. Ten tutors were available two and three days a week. Sixty-seven students were served.

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).

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.	The EL Student Support Specialist identified English Learners, reclassified those that qualified, and monitored those that had been reclassified. She scheduled ELAC meetings and set the agendas. When possible, she included local agencies to keep our families informed about their community and the services offered. The EL SSS also facilitated a reclassification celebration for students and their families. A new assessment instrument, ELPAC , was implemented this year. The EL SSS attended inservice that would prepare her for the implementation of this assessment. She also sent home the results of the previous year's CELDT testing to keep parents informed of their students' progress in mastering the English language. A survey was sent out, and results compiled, giving our EL parents an opportunity to give input regarding their children's school experience.

GOAL #3

Categorical dollars will be focused on school safety, culture, and environmental tone. These areas are impacted greatly by school routines and procedures, and Parental Involvement at Linda Elementary School. The implementation of PBIS, Site Council, ELAC and PTA, reflects that Linda values a positive inclusive school environment. Shared decision making by all stakeholders is a priority. Opportunities for stakeholder input is invited formally and informally.

What data did you use to form this goal (findings from data analysis)? Number of Parent Education, Site Council meetings, ELAC, PBIS first year implementation, number of office referrals, suspensions, expulsions, and attendance	What did the analysis of the data reveal that led you to this goal? Students' sense of inclusion, competence, and control directly effects academic achievement and attendance
Who are the focus students and what is the expected growth? All students' attendance will remain consistent or improve. Discipline incidences will decrease.	What data will be collected to measure student achievement? monthly attendance rates, number of students in the SARB process, number of suspensions and office referrals, SWIS data, District Benchmarks and curriculum embedded assessments, STAR, Lexia
What process will you use to monitor and evaluate the data? monthly attendance analysis, SWIS (web based program that analyzes patterns of behavioral incidents) SSTs which focus on student behavior that is impacting academic achievement and attendance	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	To improve parent involvement during (not limited to) Back to School Night, Open House, 2-Family Program Dinner Nights, Monthly Family Reading Night, Lion Pride sponsored activities and classroom participation. Provide families with a handbook/school calendar and banners signifying special school events. Finger printing of parents so that they may work in the classrooms and at school events during the school day. This will build relations between school and home that will increase student achievement and create an inclusive environment	The following traditional events were held to engage our parents in the school community: Back to School Night, Family Dinner Night, Parent Teacher Conferences, Monthly Family Reading Nights, and Open House. Parents also joined in celebrating student success at our trimester rallies, Reading Olympics Ceremony, Jog-a-thon, and Attendance recognition. Inclusion of preschool parents was highlighted in monthly meetings being held in our school cafeteria. Parents were provided with a handbook/calendar, and reminders of school events were made through school messenger, our weekly newsletters, website, marquee and banners displayed. Parents wishing to volunteer in the classrooms, and chaperone, were integrated into the school community as they completed their background clearance.
3.2	A series of Parent Education will be offered to address the following components: Preparing Your Child to Succeed; Encouraging Positive Behavior; Reinforcing Your Child's Academic Skills.	

SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2017-18

School: Loma Rica Elementary School

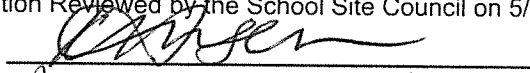
Principal: Kathleen Hansen

School Site Council Certification

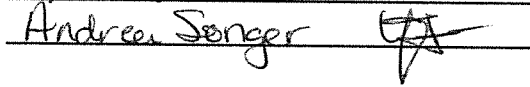
The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on 5/17/2018.

Principal's Signature:



SSC Chair Signature:



GOAL #1

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

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 45% of students are not yet reaching proficient status in ELA and math as measured by the CAASPP.
Who are the focus students and what is the expected growth? Focus students will be students currently reporting a performance level of 'Standard Nearly Met' and 'Standard Not Met' as measured on the CAASPP. 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, STAR, 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 aide in providing applicable data for analysis and evaluation.	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	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.
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. 91% (up 5% 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 6% decrease in students who performed BELOW standard in ELA. Specifically... Reading went from 43% below standard down to 35%; Writing stayed the same at 34% below standard during both years. . Listening went from 24% down to 21% below standard; Research and Inquiry saw an increase in the percentage of students below standard. In 2015 28% were below standard. This number increase to 32% in 2016. In math, our school realized a 4.5% decrease in students who performed BELOW standard in mathematics. In 14-15, 29% of students were below standard. In 15-16, this percentage went down to having 24.5% below standard. Specifically, Concepts and Procedures went from 41% down to 34%; ; Problem Solving & Modeling/Data Analysis went from 34% down to 28%; Communicating Reasoning remained nearly the same: 31% were below standard in 2014-15 while this number increased to 32% in 2015-16. Expenditures for supplemental instructional materials work in concert with the core academic materials provided by our district. Because of this, it is difficult to quantify their effectiveness in isolation of other expenditures. Many of these supplemental materials served to address 'holes' in an ELA curriculum that was not fully aligned with new Common Core standards. This will be addressed next year with our district's adoption of new ELA curriculum. Perhaps the best evaluation of this expenditure's importance to student achievement is to monitor use of supplementals in the classroom. 100% of our school's teachers take advantage of additional instructional opportunities to increase student achievement
1.4 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 updated 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.

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 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.	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 - 2017-18

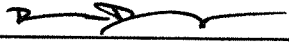
School: Olivehurst Elementary School

Principal: Richard Sullivan

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 5/29/2018.

Principal's Signature:  _____

SSC Chair Signature:  _____

GOAL #1

All English Learner students in all grade levels (K-6) will improve their proficiency in language arts and math mathematics.

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

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1 Provide bilingual EL Para-educator to provide direct instruction to promote student achievement, monitor student placement, assessments, and communicate with staff, district office and parents.	

GOAL #2

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

What data did you use to form this goal (findings from data analysis)? District benchmark assessments CAASPP scores STAR reading assessments	What did the analysis of the data reveal that led you to this goal? Students need instruction and intervention support in reading, writing and math skills. Students need the opportunity to further their technology skills to be successful in the classroom and the community.
Who are the focus students and what is the expected growth? Although the focus groups are EL students, low SES students, and Special Education students, all students will benefit. 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? Use of CAASPP and standards-based report card data, Wonders Unit Assessments, STAR reading assessments, and Go Math assessment results.
What process will you use to monitor and evaluate the data? District benchmark assessments CAASPP assessments STAR reading assessments	Actions to improve achievement to exit program improvement (if applicable).

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1 Provide supplemental intervention for students, including academic counseling. Pacing of standards, use of Illuminate, and benchmark alignment, school-wide interventions for academics in reading and math, 6th grade interventions coordinated with PE times. Small group intervention for reading academics, additional curriculum and supplies. Coordination and implementation of PBIS. Meeting with families to align social services based on needs. Small group and individual intervention/counseling. Behavior modification. Parent involvement training. Parent/ home communication, home visits, SSTs.	Varied Success - Measured by a review of STAR reading assessments. We have seen a consistent increase in all students' reading levels. We have seen inconsistent results with math. We need to establish a standards-based assessment with the ability to progress monitor effectively.
2.2 Provide quality interventions in the classroom grades K-6 by providing support for the teachers using small groups. Groups will be targeted specifically by grade level using benchmark tests.	Same as 2.1

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.
2.3 Improvement of effective instructional strategies linking Essential Standards; reading instructional strategies to be taught at the application level. Provide substitute release time for teacher articulation and small group instruction	Same as 2.1
2.4 Provide staff development opportunities, release time for support personnel/principal conferences, technology lessons and computer intervention programs for K-6.	Same as 2.1
2.5 Increase parent support, home school and community connections, and attendance.	
2.6 Purchasing/replacing instructional technology that will assist teachers in helping students learn and demonstrate mastery of the Common Core State Standards. Such technology (purchasing student computers) will allow students to access supplemental resources such as Accelerated Reader.	
2.7 Provide a mental health specialist to help provide struggling students with a safe, encouraging and supportive environment to increase student participation and ultimately student performance.	Success - Measured by a review of anecdotal data and discipline referrals. We have seen a decrease in student behavior issues and an increase in desirable behaviors (not measured through assessment data).

SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2017-18

School: Yuba Feather Elementary School

Principal: Duane Triplett

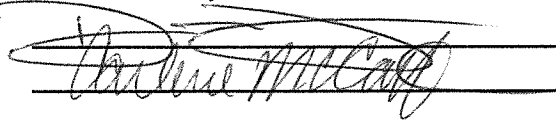
School Site Council Certification

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

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

Principal's Signature:

SSC Chair Signature:

The image shows a handwritten signature in black ink, which appears to be "Duane Triplett", written over two horizontal lines. The signature is fluid and cursive.

GOAL #1

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

What data did you use to form this goal (findings from data analysis)? 2015 CAASP Scores	What did the analysis of the data reveal that led you to this goal? Our 2015, CAASP results indicate that 33% of our students are proficient in ELA and 27% of our students are proficient in Mathematics.
Who are the focus students and what is the expected growth? Focus Students: All Students Expected Growth: 70% of our students will score 70% or higher in both ELA and Math on the Curriculum Embedded Assessment Scores, MJUSD Common Assessment scores.	What data will be collected to measure student achievement? Curriculum Embedded Assessment Scores, MJUSD Common Assessment scores, STAR Reading scores, Smarter Balanced Assessment Scores, API and AYP scores.
What process will you use to monitor and evaluate the data? Ongoing monitoring and analysis of Renaissance STAR, Benchmark, Program Embedded assessment data, and Smarter Balanced Assessment scores.	Actions to improve achievement to exit program improvement (if applicable).

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal		Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1	Provide students access to curriculum that addresses individual academic levels in grades K - 6 ELA through the implementation of the web based Accelerated Reader program. This program also provides teachers essential data in identifying students who need additional intervention to attain proficiency.	Paper, ink, and copy machines were used to print supplementary instructional materials, assessments, and reports.
1.2	To vary instructional strategies and provide equitable educational opportunities for all students, provide supplementary instructional materials that support the district adopted curriculum and grade level content standards. This will enable teachers to present core concepts through multiple avenues to move students toward mastery as well as target students who are not proficient in ELA and Math.	We supported to Para Professionals who worked with small group instruction targeting below grade level students in grades k-6. We also targeted below grade level students in math with a supplemental position working strictly on math facts.
1.3	Provide professional development for staff that focuses on collaboration of staff members for the benefit of student learning.	Collaboration days were used successfully by the staff and five of the seven teachers will be attending Professional Learning Communities at Work Institutes in June.
1.4	Hire consultants and purchase materials to facilitate opportunities for student exposure to the arts, sciences, writing for publication, and leadership clubs.	N/A
1.5	Provide targeted intervention to students who are below proficient in ELA and/or math to pre-teach and re-teach essential standards in small group and/or individual settings.	School wide intervention program in ELA began this January and was successful with all students improving.
1.6	Provide small group ELA and Math direct learning opportunities and teacher support in Kindergarten, 1st grade, and another Para-educator to supports fifth and sixth grade students in math or ELA.	We supported to Para Professionals who worked with small group instruction targeting below grade level students in grades k-6.
1.7	Improve student achievement through the use & integration of technology. Support technology based learning and enhance active student engagement.	

GOAL #2

Establish a positive school climate built on shared responsibility for student learning through student, parent and community involvement. This will support our student achievement goal of: 70% of our students will score 70% or higher in both ELA and Math on the Curriculum Embedded Assessment Scores, MJUSD Common Assessment scores..

What data did you use to form this goal (findings from data analysis)? Survey results, attendance records, disciplinary records	What did the analysis of the data reveal that led you to this goal? Our attendance rate regularly falls below the district goal of 95%. Disciplinary records show an increase in disciplinary incidents for the 2016-2017 school year.
Who are the focus students and what is the expected growth? Focus Students: All Expected Growth: Increased parent involvement, A positive school climate, Increased Attendance, Decrease in behavioral incidents	What data will be collected to measure student achievement? Curriculum Embedded Assessment Scores, MJUSD Common Assessment scores, attendance reports, discipline reports
What process will you use to monitor and evaluate the data? We will regularly monitor and analyze parent involvement, attendance, disciplinary, and student achievement data. We will make necessary adjustments in response to data analysis.	Actions to improve achievement to exit program improvement (if applicable).

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal		Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1	Provide Opportunities for parents to become actively involved in their child's education by becoming school/classroom volunteers.	This was not successful and we are trying to find a way to increase parent involvement through other means than just fingerprinting.
2.2	Facilitate parent workshops and curriculum nights, which will provide parents with strategies to incorporate at home to support students in building academic success.	Our Egg Drop Project was well supported and attended by families.

GOAL #3

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?
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.
3.1	

GOAL #4

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?
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.
4.1	

GOAL #5

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?
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.
5.1	

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Annual Program Evaluation - 2017-18

School: Foothill Intermediate School

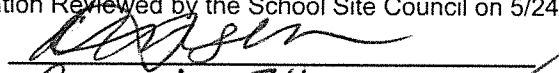
Principal: Kathleen Hansen

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 5/24/2018.

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). Academic counseling services will monitor student progress and achievement

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 65% of students in Math did not yet achieve 'standard met' as measured by the 2015-16 CASSPP
Who are the focus students and what is the expected growth? Focus students will be students currently reporting a performance level of 'Standard Not Met' or 'Standard Nearly Met' as reported by the CAAASPP. 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? Collaboration days (Wednesdays) 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).

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.	In ELA this past year, students who met or nearly met proficiency in ELA standards decreased from 78% to 76.5% over the last two years. Specifically, when comparing 2016 results with 2017 results, we find the following results as it relates to students who are at or near standard: Reading went from 73% - 75%, writing went from 76% - 72%, Listening went from 87% - 82%, Research and Inquiry went from 80% - 76%. In math, students who met or nearly met proficiency in math decreased from 71% to 65% over the last two years. Specifically, when comparing 2016 results with 2017 results, we find the following results as it relates to students who are at or near standard: Concepts and Procedures 62% - 60%, Problem Solving/Data Analysis 72% - 64%, Communicating Reasoning 73% - 64%. 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. Because these materials worked in concert with other interventions/enhancements, it is not possible 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 2017-18 school year.
1.3 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. PLC's afford teachers the opportunity to work together to analyze student achievement data for the purpose of ensuring ALL students learn. 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.	Teachers met weekly to discuss student achievement. Teachers also had the opportunity to meet with subject-alike teachers from another middle school to identify 'boulder' standards and common assessments. These efforts helped align instructional practices and identify students in need of intervention. 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 five roaming Chromebooks carts. Teachers report that their instruction is enhanced when they are kept current and supported in their use of technology.

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 the student body over the course of the year.
1.5 Academic counseling services will provide struggling learners with guidance and support to increase success in the classroom. The counselor will meet with both small groups and individuals to monitor progress and achievement in core academic subjects. Counselor will also assist students with organization strategies and study skills.	Academic counseling services resulted in a dramatic increase in student achievement this year. Using 8th grade promotion rates as one indicator, our promotion rates is now up to 96%. This is 20% increase from years past.

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).

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 - 2017-18

School: Anna McKenney Intermediate

Principal: Thomas Reusser

School Site Council Certification

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

Annual Program Evaluation Reviewed by the School Site Council on June 6, 2018.

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 (CASPP) 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 CASPP, 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? <table border="0"> <tr> <td>ELA</td> <td>Math</td> </tr> <tr> <td>Schoolwide</td> <td>each grade level a 5% growth in ELA and Math</td> </tr> <tr> <td>English Learners</td> <td>7% growth</td> </tr> <tr> <td>Students with Disabilities</td> <td>not a significant subgroup, but focus on a 3% growth</td> </tr> <tr> <td>Socioeconomic</td> <td>5% growth</td> </tr> </table>	ELA	Math	Schoolwide	each grade level a 5% growth in ELA and Math	English Learners	7% growth	Students with Disabilities	not a significant subgroup, but focus on a 3% growth	Socioeconomic	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 CASPP Achievement Level data will be used as final indicator of success of goal
ELA	Math										
Schoolwide	each grade level a 5% growth in ELA and Math										
English Learners	7% growth										
Students with Disabilities	not a significant subgroup, but focus on a 3% growth										
Socioeconomic	5% growth										
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 schoolwide growth indicator will be used as progress indicator towards goal CASPP Achievement Level data will be used as final indicator of success of goal	Actions to improve achievement to exit program improvement (if applicable). 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, walk-throughs, observations, & evaluations										

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 Student Support Personnel	The Educational talent Search and Bringing Up Grades, and Mandatory After School Help programs were part of the educational program this year at MCK. Our counselor assisted in the following: 1. : Individual student support/Intervention 2. Staff Support 3. Group Intervention 4. Classroom Intervention 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
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. Contract with Solution Tree brought Maria Nielson to help our staff where teachers analyzed and prioritized common core standards and worked collaboratively to ensure high quality instruction and assessment for students. One staff member attended 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. The principal attended the PBIS state conference and almost the entire staff attended the PLC conference last summer.
1.3 Student Intervention	The Student Support Services provider was able to provide intervention services to students. "Lunch Bunch" groups, one to one and small groups happened most every day. Peer Leading and Uniting Students (PLUS): training was brought to our students to gain insight, understanding of student issues on campus. With this training, we held four assemblies with our students throughout the year to help understand social and emotional issues. MASH- Mandatory After School Help implemented for second semester. Increasing grade point averages for students that at risk.

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 Supplemental Materials, Curriculum, Supplies	Maintenance Contracts for copiers were used to support supplemental materials in ELA and math. Technology Purchased materials included: 8 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.
1.5 English Language Learning program will be enhanced through the use of: 1. Technology: Computers and EL learner software/apps, 2. Supplemental curriculum and supplies to enhance access to current curriculum in the general academic setting.	The ELD support staff member provided ELA instruction and then support for other curricular areas for students that are classified as ELD.
1.6 Provide Supplemental Technology Tools for EDY	

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 199 days in 2016-17 Student Expulsions at 1 students in 2016-17 Student Referrals at 638 incidences Student Attendance at 96.6 %
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 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 148 days in 2017-18 Student Expulsions at 0 students in 2017-18 Student Referrals at 529 incidences Student Attendance at 96. 9% This data reflects a reduction in Student Suspension days, and a reduction of Expulsions, and a reduction in STUDENT REFERRAL INCIDENCES After school intervention- Opportunity School: This is an intervention in lieu of suspension and was held Wednesdays from 1:00-3:00 p.m. Student were assigned this intervention as a method of holding students accountable for their actions while keeping them in school and completing assignments or curriculum for intervention such as bullying curriculum, tobacco education and violence prevention.
2.2 Positive Recognition Materials and Supplies	The PBIS Tier I and II teams along with our regularly scheduled awards system created a reward system for students being RESPECTFUL, RESPONSIBLE AND HEALTHY.
2.3 Parent Involvement	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 held a cyber-bully assembly for parents in the fall to help combat the issue of safety and technology with our students.
2.4 Intervention and Supports to at risk students	We held our Mandatory After School Help (MASH) program during the spring: 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 is fully implemented as is the SWIS data system. Students were taught school wide expectations and reinforced for demonstrating positive behaviors. Tier II Team was active and met regularly. They planned and implemented a wide variety of supports to students who are at increased risk.

SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2017-18

School: Yuba Gardens Intermediate School

Principal: Kari Ylst

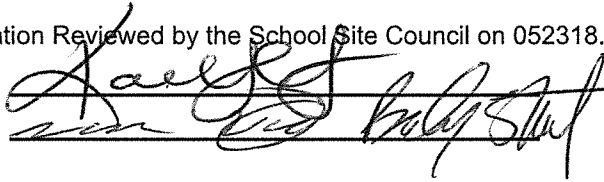
School Site Council Certification

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 052318.

Principal's Signature:

SSC Chair Signature:

The image shows two handwritten signatures in black ink. The top signature is for Kari Ylst, the Principal, and the bottom signature is for the SSC Chair. Both signatures are written over horizontal lines.

GOAL #1

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.

What data did you use to form this goal (findings from data analysis)? CELDT, program embedded assessments, teacher grades and discipline data.	What did the analysis of the data reveal that led you to this goal? 16/17 CAASPP results did not show growth.
Who are the focus students and what is the expected growth? All students, Increase CAASPP results to reflect movement from very low to the low level of the California Model Five by Five.	What data will be collected to measure student achievement? CELDT, program embedded assessments, teacher grades, benchmarks and CAASPP results.
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.	52 Students participated in MASH this school year, many improved their grades approximately 25 will meet 8th grade promotion requirements. 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 17/18 school year as of 4th quarter are A 24.6%, B 19.9%, C 16.1%, D 9.7% and F 17%.
1.2	Tutoring based upon curriculum and benchmark assessments for low Socio/EL/Sped students	An average of 25 students attended tutoring after school for the 17/18 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 17/18 school year as of 4th quarter are A 24.6%, B 19.9%, C 16.1%, D 9.7% and F 17%.
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/Guiding Coalition met regularly to discuss and implement the new PLC process. A new minute schedule is in place for the 18/19 school year, to provide intervention during the school day based upon created common assessment and the data that the assessments provide. Yearly pacing guides and common assessments were created during this time to help with the new implementation.
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 8 chromebook carts with 204 chromebooks. The chromebooks helped students to benefit from a higher level of engagements and allows students to practice concepts visually, as well as orally. This technology is crucial in helping to teach students how to take the Smarter Balance assessment also.
1.7	Supplemental supplies and materials to help students reach their academic goals.	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 17/18 school year as of 4th quarter are A 24.6%, B 19.9%, C 16.1%, D 9.7% and F 17%.

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.	103 students utilized the ALEKS math program to fill skill deficits. The average completion rate for all courses was 78%.
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.	81% of our students participated in the 5 Star program this year to help with the inclusion portion of our PBIS program.
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 by Solution Tree for 2018.	28 staff members will attend the PLC conference in Minnesota this June to support our PLC implementation for the 18/19 school year. ASCA was attended by our school counselor, Restorative Practices was attended by six staff members to help with our discipline process (this was attended towards the end of the school year), data for the 18/19 school year will reflect a positive change in discipline numbers.
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.

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 Professional Communities Initiative Work with Maria Nielsen - 8 contracted days to work with Maria Neilsen to help ensure that all students can learn at high levels, a collaborative culture/collective responsibility and a results oriented learning environment.	All content areas met with Maria consistently throughout this school year. Essential standards have been identified and paced for the calendar year. Common assessments are currently being created as we move towards a new minute schedule to accommodate intervention for students during the school day.

GOAL #3

Reduce student referrals and suspension days by an additional 20% for the 2017/2018 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? YG had 591 major referrals to date for the 16/17 school year and had 405 major referrals for the 15/16 school year. YG had 578 minor referrals for the 16/17 school year and 543 for the 15/16 school year. Attendance was up by approximately 110.
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 5th year implementation of the PRIDE (PBIS) program.	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 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.	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 17/18 school year as of 4th quarter are A 24.6%, B 19.9%, C 16.1%, D 9.7% and F 17%. As of 5/23/18, 7th graders received 773 referrals and 8th graders received 463 referrals for the 17/18 school year. For the 16/17 school year, 7th graders had 591 referrals and 8th graders had 668 referrals. This indicates a decrease in referrals from students going from 7th to 8th grade.

GOAL #4

Increase parental involvement and community support.

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 1718 school year.
Who are the focus students and what is the expected growth? Students showing <2.0 or a large decrease in academic success.	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? SWIS, AERIES	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.	Cyber Cop forum for parents was held and not well attended.

GOAL #5

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?
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.
5.1	

GOAL #6

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?
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.
6.1	

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Annual Program Evaluation - 2017-18

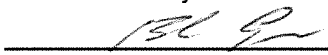
School: Lindhurst High School

Principal: Bob Eckardt

School Site Council Certification

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

Annual Program Evaluation Reviewed by the School Site Council on ^{5/25/18}~~4/16/2017~~.

Principal's Signature: 

SSC Chair Signature: 

GOAL #1

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

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

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1 Professional Development training certificated and support staff. These trainings will provide more and new tools and strategies needed to keep up with the increasing levels of proficiency as required by NCLB. To be included is to provide teachers with collaboration time as well as "summer institute" collaboration time.	Through the use of these dollars Lindhurst High School was able to send multiple staff members trainings and professional develop such as: Fred Jones (classroom management) Solution Tree Institutes for Professional Learning Communities as well as training for Professional Learning Communities specifically designed for Math. These trainings have had a direct impact on instruction in the classroom as well as collegial planning among teachers. We will continue to send and train teachers on the PLC model as well as other content or topic specific trainings.
1.2 In addition to district provided classroom materials and supplies, our intervention programs and method and teaching strategies require supplemental instructional materials and supplies. Currently our expenditures have increased our school to a rating of 5 out of 10 in terms of similar school in the state of California.	These extra supplemental materials have been put in place to be used as extensions of lessons, reteaching/enriching activities. As we further define our key, important and enrichment standards continued use and expansion of these materials will continue.
1.3 In an effort to enhance our supplemental and diversified instructional strategies, LHS will be investing in technology to directly serve the students in classroom and learning environments	As technologies advance and new and innovative instructional strategies come about tied to technology, LHS will continue to make the supplemental purchases for classroom instruction.

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 LHS is taking continued strides to incorporate as many STEM activities and instructional opportunities for our students. These activities and instructional opportunities create an other level of interest and engagement among students. This engagement is expected to increase student achievement.	LHS will continue to research and purchase additional materials, supplies and technologies as it directly supports STEM education
1.5 With a focus on student achievement and an understanding that students do not learn at the same pace, Lindhurst High School will develop programs and services within and beyond the student day to provide students with target intervention, reteaching and intervention materials.	LHS has found that this is a very valuable resource and we will continue to fund this.

GOAL #2

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

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

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1 Monies will be used to fund two bilingual para educators	These positions directly serve a specific sub-group of our population. Both anecdotal and quantitative evidence provides us the information that we will continue to fund these positions.

GOAL #3

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

What data did you use to form this goal (findings from data analysis)? This goal is based on Lindhurst High School's mission statement as well as the established goals set for by our LEA in LCAP	What did the analysis of the data reveal that led you to this goal? The self-study findings indicate a need to provide more opportunities for post-secondary success to create a breadth of curriculum that prepares our students for success in life.
Who are the focus students and what is the expected growth? All grade levels and departments will participate with an emphasis on the subgroups within the school.	What data will be collected to measure student achievement? Students enrolled in A-G, ROP/CTE courses and an increase in CTE courses of study. Students earning work ready certificates and standard industry certification
What process will you use to monitor and evaluate the data? Full level participation of courses. 2% increase of students who qualify for CSU/UC, increase in total 2+2 articulation and dual enrollement	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 Lindhurst High School will create and staff a career/student center. This will be a place where students can come and get assistance with post secondary options, formalized and structured tutoring as well as other enrichment and supplemental activities geared toward student academic success.	This project will be complete by June of 2018, however if it is not fully we will fund additional dollars to do so.

GOAL #4

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

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? Lindhurst High School recognizes the importance of responding to social, emotional and cultural needs in order to make students feel valued and safe.
Who are the focus students and what is the expected growth? All grade levels will participate, with an emphasis on the freshmen class.	What data will be collected to measure student achievement? Student data from number of students participating in extracurricular activities and clubs. Reduction in suspensions related to bullying or harassment education codes.
What process will you use to monitor and evaluate the data? The entire student population will show continuous growth in the area of respecting one another. This will be measured by the Healthy Kids Survey and site surveys showing at least 1% fewer student suspensions for bullying and harassment offenses.	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 LHS will continue to offer services to increase parental involvement which may lead to better student achievement.	While LHS does struggle to get and maintain systemic parental involvement, we will continue to offer services, put on events and maintain a variety of ways in which we communicate and reach out to our parents.

GOAL #5

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?
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.
5.1	

GOAL #6

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?
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.
6.1	

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Annual Program Evaluation - 2017-18

School: Marysville High School

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 30, 2018.

Principal's Signature: Shevaun Mathews

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 the ELA and math CAASPP and on the Integrated I and ELA benchmarks. 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.	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).

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/math CAASPP.	All teachers have had 20 collaboration days in the 2017-18 school year to collaborate around instructional strategies to better serve students. The collaboration time assisted staff in beginning the professional learning community model developed to increase student achievement and learning. The essential questions to be answered are always: 1. What do we want our students to learn? 2. How will we know when they are learned the material? 3. How will we behave when they are learned the content? 4. How will we behave when they do not learn the content? This year has been a process in unpacking our standards and building a guaranteed and viable curriculum around the essential questions. Our collaborative efforts have included studying and observing best practices in a collaborative culture, collaborating around essential standards and instructional practices. We, however did not meet the 5%gain in the number of students achieving proficiency on the ELA/Math CAASPP. Additionally, the social science department came together on a non school day to collaborate around social science standards and plan shared units of study.

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	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 50% Standard Met or Standard Exceeded on math/ELA CASSPP	Supplemental classroom supplies and instructional materials were purchased to assist and target our EDY to raise academic achievement in ELA, Math, social science courses and raise CAASPP scores in ELA and Math. Unfortunately, in ELA and Mathematics, CAASPP scores in Standard Met and Standard Exceeded declined. In ELA from 58% Standard Exceeded or Met in 2015-16, 45% Standard Exceeded or Met in 2016-17.
1.3	Provide 25% of salary for student services coordinator to provide direct services to all students.	For seven (8) years, from 2010 to 2018, 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 2017-18
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.	In the 2017-18 school year in addition to the part time EL Instructional Assistant (3 hours a day), a Secondary Support Specialist - EL position was added to support our EL students in the classroom, in after school tutoring and in small groups. The EL-SSS person also communicated regularly with families about student progress, organized the ELAC meetings in coordination with school counseling staff and administration. During the course of the year the EL-SSS person translated school communications and arranged for speakers that presented to families during the ELAC meetings. The EL instructional assistant and EL-SSS provided small group tutoring, monitored grades and administered tests to students as needed and provided ancillary supports and materials to our EL students.
1.6	Supplemental technological classroom tools, including installation costs, to enhance learning for all students including "Clickers", Elmos, 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, three additional COW's (Chromebooks on Wheels) containing 108 chromebooks, at a cost of \$31,000, 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 benefited from this expenditure. Short throw projectors and enhanced visual and sound equipment facilitate the access of curriculum and best instructional practices to students. 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 11% and the number of F's in ALL classes has dropped 9%. 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).

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.
1.7 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. Provide supplies for postage and printing of "Good News Cards" sent home by teachers to parents of EDY students, along with supplies for parent newsletters.	Site specific categorical funds were not actually invested toward this goal in 2017-18.
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 (\$60,000) are being utilized to send 18 staff members to Minneapolis, Minnesota and Salt Lake City, UT, for separate three-day Solution Tree PLC trainings. This training will mean that 35 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. Additionally, EL staff, Assistant Principal and counseling staff attended a 3 day institute, Solucione's, in San Antonio, TX for learning about best practices for our EL learners and gain understanding into structuring educational settings and instruction for our EL students success.
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 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 (\$1,200 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 2017-18.

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? 2017-2018 34% of students completing A-G Requirements 2018-2019 35% of students completing A-G Requirements	What data will be collected to measure student achievement? Interim assessments and other formative assessments 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 2017-2018. We did receive an additional FTE from our district's LCAP funding which we utilized for Site specific categorical funds were not actually invested toward this goal in 2016-2017. We did to initiate four sections Academic Seminar intervention class sections to help EDY students with behavioral, organizational, and study skill intervention, and one section of ELD class to assist our EL students who have been the country less than two years.
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 2017-18. We have expanded AP course offerings for the following year with an additional section of AP language and we continued to fill and two sections of AP US History.
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 10 new staff members to our school at the beginning of the year, our school invested 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 third year of the Link Crew implementation was incredibly successful as over sixty upperclassmen, trained by three fully certified staff members (\$1,200 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.

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.4 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 Wampum 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 and building relationships.
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 2017-2018. 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 2017-2018. 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.	Targeted monies were expensed for this goal.

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 2017-18. Suspensions will reduce 10% from 2016-2017. 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 dropout prevention services that include intervention strategies, and outreach to counseling services for At-Risk Educationally Disadvantaged Students.	Our Outreach Consultant provided 300 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 Outreach Consultant facilitated over a 100 PARENT CONFERENCES: This includes phone calls, home visits and office visits. Some are duplicated having seen more than once. Our Outreach Consultant made 43 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 Outreach Consultant facilitated 300 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 (2017-18), 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 Outreach Consultant 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 Outreach Consultant served as our P.B.I.S. CICO Coordinator (Check-in/Check-out) for over 22 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 Outreach Consultant efforts, MHS school wide attendance rate has exceeded our goal of 95% for the 12th consecutive year.
3.2 Marysville High School will provide restorative intervention and curriculum services to students to reduce the number of out of school suspensions to EDY students.	Although there was desire to hire staff to work with EDY on restorative and counseling interventions strategies, we were not able to find the right personnel for this position for the 2017-18 school year. There is a desire to bring the PASS program back to MHS next year to work with all staff on drop-out prevention services with include monitoring of student positive attendance, and outreach and counseling services for out At-Risk Educationally Disadvantaged Students.

GOAL #5

Determine minimum requirements for teachers' use of technologies and provide necessary training and tools for standards-based instruction to meet the needs of all students.

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?
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.
5.1 As a base, at the classroom level, every teacher is expected to have the following: 1) Non-outdated computer for teacher use; 2) Well functioning LCD projector; 3) Document reader (ELMO); 4) Appropriate and well functioning projection screen; 5) One additional/auxiliary laptop per classroom;	
5.2 Increase number of laptop computer carts on wheels (COWs) to implement integrated math curriculum, provide student accessible computers for ELA and special education students' use.	
5.3 Train all teachers in use of illuminate and have teachers demonstrate content literacy teaching strategies utilizing illuminate as a tool.	
5.4 Integrate online student and teacher information sharing and online submission of work via "Google".	

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Annual Program Evaluation - 2017-18

School: South Lindhurst Continuation High School

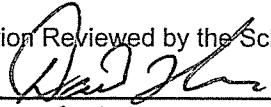
Principal: David Jones

School Site Council Certification

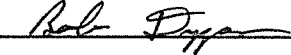
The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on 05/31/2018.

Principal's Signature: _____



SSC Chair Signature: _____



GOAL #1

SOUTH LINDHURST

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.

What data did you use to form this goal (findings from data analysis)? State testing, Transcript grade reporting each quarter, and online PLATO data, graduation data, Survey results, and district LCAP.	What did the analysis of the data reveal that led you to this goal? Academic rigor must increase within all aspects of the school building. Forms of intervention and extension to maximize the potential of all learners.
Who are the focus students and what is the expected growth? All students' 11th - 12th graders. SLHS population are "At Risk" of dropping out of high school due to social, behavioral, emotional, and academic struggles. It is imperative that SLHS provide a flexible program that meets all student needs while preparing each learner for the rigorous demands of college or career.	What data will be collected to measure student achievement? 11th Grade CAASPP Data, transcript data, formative and summative assessments, survey data, Online PLATO Data, Professional Development opportunities attended by staff, School and Classroom observations, WASC Data, and PLC Collaboration.
What process will you use to monitor and evaluate the data? Re-integration students into comprehensive sites, Pre and Post survey's and exit interviews. graduation rates of students that persist with program and transiency rates will be evaluated. Illuminate data from feeder schools will serve as assessment data with online PLATO data.	Actions to improve achievement to exit program improvement (if applicable).

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1 Teaching and Learning (Extended intervention/credit): 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 will serve as the platform.	* This year only 3 students completed their intersession contracts compared to 15 the year before. The impact of this intervention compared to the expenditure price tag does not justify it being funded for next school year. IT IS NOT RECOMMENDED TO FUND THIS EXPENDITURE NEXT YEAR. New methods will be explored.

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 Technology (Teaching and Learning): Technology literacy skills will be an ongoing area of focus to prepare all students to be college/career ready. SLHS will utilize technology within each classroom and the PLATO Online program. The computer laboratory will be used 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 & General Education population below grade level. Materials included are: Smart Board's, 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.	* The Ascend Math Intervention program was funded this year. This General Math course option is for learners who need more intense intervention. Student growth within this program is mixed based on the data within Ascend Math. The number of sections provided will be reduced to 1 section in 2018-19. It is recommended that this expenditure continue for one more year at the very least to provide 2 years of comparison data . *Graphing Calculators were purchased for Mr. Underwood in his Integrated Math classes. The calculators support daily lessons and project based lessons involving equations and graphing. *IZOBOTS were purchased to incorporate coding, technology/robotics, and hands on experiences within the Integrated Math classes. *Hands on SMARTBOARD activities were purchased to allow students to dig deeper into the concepts taught. *An Ipad (128gb) and an HP Probook laptop was purchased for data tracking, classroom projects and creative assessments.
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. All materials are supplemental in nature to complement the adopted core curriculum.	*Math manipulatives for hands on activities and projects were purchased to increase rigor within the classroom. The focus on student inquiry and rigor can be seen within classrooms. The goal for 2018-19 is to continue this focus with greater detail and consistency for everyday lessons and units. *Math Whiteboards for collaborative work and activities within the daily lesson format. Focus is on rigor and listening and speaking standards. *Math posters were purchased for both math classrooms to engrain mathematical processes and concepts. *Vocabulary flip cards for academic and content vocabulary were purchased in an effort to increase comprehension. ****WASC Data outcomes and feedback from the visiting committee determined the need to focus on consistent researched based strategies in all classrooms and increase the engagement and rigor within all learning environments. The expenditures for this goal aligns with that ACTION ITEM WITHIN THE WASC ACTION PLAN. *****

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 Professional Development: Professional development related to at - risk students. Development opportunities will be directed towards methodology related to school Schoolwide Learner Outcome's and liabilities of teachers and administration to help meet these goals.	*****Ongoing professional development to refine and enhance daily instruction to advance all learners was a focus this year and will continue to be a focus next year. The following Title 1 expenditures for Professional Development occurred this year: *Edmentum PLATO training and support specific to Ms. Sullivan our PLATO Coordinator. Several changes took place this year within the PLATO platform as new courses were added to the library and old courses were updated. In addition, the PLATO program was added to the CLEVER system allowing students to login using their google log in information. This process has streamlined the log in process for students and reduced time within the office to upload students in to the program each quarter. *CCEA Continuation State Conference: A team of 5 staff members attended the conference in San Diego during the month of April. The team was able to observe two different Model Continuation High Schools and attend 6 different breakout sessions. The team came back to SLHS and delivered presentations to the rest of the staff about the great things they learned from the conference. The presentations were also posted in the team google drive for constant reference. There are several strategies and program changes that will be implemented during the 2018-19 school year. IT IS RECOMMENDED THAT THIS CONFERENCE CONTINUE TO BE ATTENDED IN SOME CAPACITY NEXT SCHOOL YEAR. *Onsite PLC Training with Maria Nielsen took place 4 times this school year. Next year we are scheduled to increase this P.D. to 7 times next year as we look to improve all aspects of our program. Focus was on: Identifying boulder standards, creating a quarterly pacing guide, understanding the PLC process (Formative assessment, analyze data, slot students for intervention/extension, plan and deliver FLEX day,) and unit planning. *Sub costs to attend P.D. and visit other school sites. *Teacher P.D. book study

GOAL #2

Enhance the current learning environment to ensure that our school provides a physically and emotionally safe environment that is culturally responsive to all students.

What data did you use to form this goal (findings from data analysis)? *District LCAP *Attendance data *Discipline Data *Survey Data *Healthy Kids Survey *Quarterly Data Grid	What did the analysis of the data reveal that led you to this goal? Attendance was 2nd highest among Secondary High Schools last year but still below 97% average. Discipline has declined the past two years when compared to the increased enrollment, but further proactive approaches and interventions could be explored and implemented to further reduce numbers. Based on survey data our "At Risk Youth" population have so many needs beyond academics. Providing an environment that has supports for the whole child (social, behavior, mental, emotional, and academic) is crucial to achieve academic success.
Who are the focus students and what is the expected growth? All students grades 11th -12th	What data will be collected to measure student achievement? *Quarterly Data Grid *Discipline Data *Survey Data *Attendance Data *Healthy Kids Survey *Observations *Transcripts *Graduation Data & Knight Scholar Data *WASC Data
What process will you use to monitor and evaluate the data? Monitor: Quarterly Data Grid to be completed to track attendance, suspension records, crime reports, grades, transfers, etc. Data will be evaluated quarterly and shared within the PLC meetings with staff and at Site Council.	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: Professional development opportunities on site and off site that will enhance the positive culture and educational experience for all students. This may include online webinars, subscriptions, or materials to expand their educational toolbox for student achievement. Trainings for all staff to provide a safe physical environment that meets the behavioral and social needs of each student. A safe learning environment allows students to focus and lower their guard to take educational risks to achieve academic success.	*Strengths Training for all staff on an ongoing basis to identify individual talents/strengths. This is the second year of our training together. It has allowed our staff to gel together and better understand how to approach one another within the PLC process. We are at a point in our strengths journey where we have peaked with the amount of resources we have available at our site. THIS PROFESSIONAL DEVELOPMENT WILL LIKELY NOT CONTINUE FOR THE 2018-19 year. *Focus on social/emotional/behavioral P.D. will be a focus area next 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.
2.2 Materials & Supplies: Materials and supplies for intervention and support within the areas of academics, behavior/social, emotional/mental. Creating a physical environment that is social/behavioral/emotionally will allow students to access curriculum freely.	*Life Skills curriculum was purchased for student workshops. *Drop Out Prevention and At Risk Youth curriculum was purchased for Early Release Workshops and intervention group counseling. *21st Century Skills curriculum was purchased for content area integration and workshops. *****All workshops are offered during the school day and built into the daily program. Students receive training and workshops on 21st Century skills to make them prepared and competitive in today's workforce and/or college/career pathways. Additional workshop opportunities will be offered on early release Wednesdays that focus on At Risk behaviors, coping skills, Anger Management, etc. *****
2.3 School-Based Therapist: Social & Emotional Well Being Learning for all SLHS students and families. Offer Tier 2 and Tier 3 intervention and supports. Students and families receive evidence based social-emotional interventions that support academic success and school attendance. Position would be for one full time Therapist to work with students Monday - Thursday each week. Objectives to reach the goal: FAMILY ENGAGEMENT • Create S.M.A.R.T. goals • Identify solutions to guide the student toward his or her goal • Monitor progress • Provide follow-up support • Offer additional community resources SOCIAL & EMOTIONAL LEARNING • Set personal and academic goals • Recognize unhelpful thoughts and behaviors • Identify thoughts that trigger negative emotions • Create positive replacement thoughts and behaviors • Implement new coping skills that support learning	N/A: Not funded this school year

GOAL #3

Increase parent, family, and community involvement in the education of all students.

What data did you use to form this goal (findings from data analysis)? *District LCAP *Workshop attendance *Parent Sign-ups and participation *Survey Data *Documentation for Communication	What did the analysis of the data reveal that led you to this goal? Parent communication occurs on many levels but participation and involvement is lacking. The relationship between school and home must be strong and consistent to reach the full potential of all students.
Who are the focus students and what is the expected growth? All students who attend South Lindhurst High School. South Lindhurst services a student population that is considered "At Risk Youth" that are credit deficient, low socio-economic disadvantaged, E.L., and/or lack academic and behavioral/social/emotional supports.	What data will be collected to measure student achievement? *Workshop attendance *Parent Sign-ups and participation *Survey Data *Documentation for Communication
What process will you use to monitor and evaluate the data? Ongoing survey data, Updated Quarterly Data Grid, Parent meeting sign-in sheets. Data will be evaluated quarterly within PLC Collaboration meetings when applicable and during Site Council Meetings.	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 Parent Involvement: 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. Communication will involve internet, electronic media technology, apps, paper, and mailers.	* Funds were used to purchase a digital media screen to be mounted within the office. The digital screen will communicate upcoming events, highlights of past events, and opportunities for involvement. An outstanding addition to the school program for parents, community, and students. This is in addition to school messenger phone calls, the Remind App (text messaging), school newsletters, and the school website.

SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2017-18

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.	Classroom sets of chrome books. Students will be able to use technology components to take online quizzes and tests as well as online surveys.
1.2 Purchase supplemental materials and supplies to enhance learning through measures	

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.	

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 SARB, 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 by teaching staff and collaboration sessions to view data and adjust teaching practices.

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.	TUPE Grant- Guest speakers and Positive Behavior group sessions with the Life Skills Counselor.
2.2	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, handbooks, site council presentations, student achievement updates, and parent surveys.	Monthly newsletters and supplemental pamphlets and handouts will be used to involve parents in school activities and events. Student Handbooks for every student and parent surveys to be used.

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). Data collection by all teaching and administrative 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.
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.	Ongoing newsletter information and other materials will be sent home by mail.

GOAL #4

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? Absences and other truancy issues continue to be a problem at our school. Discipline and actions are being used less frequently because students are getting better at following the rules.
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement? Testing and grade reports.
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	

GOAL #5

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?
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement? Counseling involvement and individual opportunities and special events are planned for students identified as at risk.
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.
5.1	

GOAL #6

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?
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.
6.1	