

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Annual Program Evaluation - 2018-19

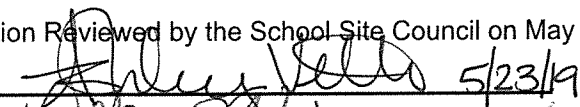
School: Arboga Elementary School

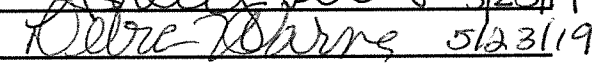
Principal: Ashley Vette

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 23, 2019.

Principal's Signature:  5/23/19

SSC Chair Signature:  5/23/19

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, ELPAC testing, embedded curricular assessments, common formative assessments, Accelerated Reader testing data, Accelerated Math testing data/objectives mastered, report cards, referrals, SWIS data, PBIS intervention groups participation rates, 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 made significant improvement 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, less suspensions from school to maximize learning time in the classroom.	What data will be collected to measure student achievement? All data considered to form this goal is being used to measure effectiveness.
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 primarily 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. When possible, we will also utilize IAs for assistance with math and after-school math tutoring.	Expenditures were consistent with the proposed goal. CAASPP data from the previous year showed a 7.9 increase in ELA scores. Teachers report success during WIN time and consider instructional assistants a high priority for quality instruction. Students are receiving targeted interventions at their learning level and WIN supports push-in instruction for students receiving special services.
1.2 Providing a 3.75 hour and 7 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 and assist with the schoolwide PBIS program.	Our Student Support Specialists are an integral part of the Arboga staff. Our PBIS team, staff, students, and parents report an increase in behavioral supports and increase in interventions for behavior. The reduced number of referrals and suspensions this year helped teachers maximize learning time. The social-emotional health of students was priority and significant behavior improvements have been noted. Expenditures were consistent with the proposed goal. The 7 hour position was added mid-year as approved by Site Council.
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..	Professional development for teachers was the focus of this goal. Trainers were brought to site and conducted workshops with teachers. Teachers were sent to conferences. Summer institute is a focus for teachers. During the last Site Council meeting it was proposed that Summer Institute time be increased if possible. Teachers use this time to analyze curriculum, build and improve instructional strategies, work with site admin in small groups.

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 Providing summer work/materials for students in grades K-6 for remediation (below grade level), review (on grade level), and enrichment (above grade level).	Lexia will be implemented summer 2019 with several classes as a pilot program. Students will be given log-in information and data will be tracked over the summer. We will compare data and measure growth of students using Lexia against those students not using Lexia. Funding was added to this goal during the last Site Council meeting.

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, common formative test results, classroom performance, Accelerated Reader testing data, Accelerated Math testing data/objectives mastered, report cards, Rtl data, tutoring records, etc.
What process will you use to monitor and evaluate the data? CELDT, embedded assessments, common formative assessments, 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.	Technology purchases were made throughout the year to address broken, worn, or obsolete items which negatively impact teaching and learning. Smartboards, desk top computers, speakers, projectors, ipads, leap pads, and headphones used the majority of funding in this goal area. During our final Site Council meeting we discussed the need for updates desktop computers, document cameras, smartboards, and the addition of smart tvs in classrooms.
2.2	Purchasing additional intervention/enrichment materials including supplementary district/state approved materials, other curricular supplementals and copies.	This goal encompassed a wide array of supplementary materials across all grade levels. Some purchases that made a difference for teachers were building leveled readers in classroom libraries, WIN intervention materials, reading activities, and supplementary math curriculum. Several grade levels sent materials to the print shop.

GOAL #3

Increasing parent involvement in the school.

What data did you use to form this goal (findings from data analysis)? Referral data, suspension data, SST data, IEP data, ELAC data, attendance at school events, volunteer data, formal and informal parent surveys.	What did the analysis of the data reveal that led you to this goal? All data indicates that increased parent involvement will result in increased student performance.
Who are the focus students and what is the expected growth? The entire school.	What data will be collected to measure student achievement? Referral data, suspension data, SST data, IEP data, ELAC data, attendance at school events, volunteer data, formal and informal parent surveys.
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. Analyze attendance data at school events and survey data to measure parent satisfaction.	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	Purchase Parent Institute School Success Web Content Service and Complete Toolkit on Parent Involvement.	This was purchased and utilized by previous site administrator. The program was under utilized this school year and is not being recommended for purchase in the 2019-2020 school year.
3.2	Printing costs for home school communication, 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.	Site handbooks and printing for home school communication was utilized as proposed in the goal. Next year a more detailed plan for how to spend parent involvement monies is desired. About 30 new volunteers were trained and nearly as many became cleared volunteers. Funding will continue to be reserved to reduce fingerprinting costs for new volunteers as this was a successful use of funds. Parents are interested in an improved communication area in front of the school and we will explore options next school year.

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	

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 - 2018-19

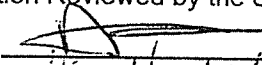
School: Browns Valley Elementary School

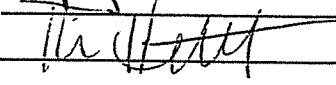
Principal: Heather Strickland

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 5/25/16.

Principal's Signature:  _____

SSC Chair Signature:  _____

GOAL #1

Improving Student Performance in English Language Arts and Math:

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

What data did you use to form this goal (findings from data analysis)? • The California Standards Tests for ELA and Math from 2012-2013 • District Benchmark Assessments for ELA and Math • AYP Data for ELA and Math from 2012-2013	What did the analysis of the data reveal that led you to this goal? 2012-2013: While almost 75% of our 2nd – 6th grade students are performing at or above the proficient level in ELA (73.7%), approximately ¼ of our students are not (26.3%) according to last year's AYP data. District benchmarks also reveal that not all of our students are performing at grade level. In fact, according to the K - 6th grade assessments, only 64.8% of our students are at or above the proficiency level for ELA. 2012-2013: According to last year's AYP data for Math, 87% of our 2nd – 6th grade students are performing at or above the proficient level and 13% are not working at grade level. District benchmarks, though, do not concur with this. This data shows that only 81.4% of our K - 6th grade students and 75.8% of our 2nd – 6th grade students are at or above the proficient level in Math. Data from the 2014-15 school year is considered to be baseline data. For the 2015-16 school year, we will use this information to determine appropriate goals and interventions.
Who are the focus students and what is the expected growth? We will be focusing on all students in K – 5th grades with a stronger emphasis on students who scored below proficient on the 2012-2013 CST English Language Arts and Math assessments and on the district benchmarks and/or program assessments. We will be using the new district benchmarks 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 Open Court and Go Math • Classroom formative assessments • CELDT results • Student progress towards mastery of the CCSS as measured by the standards-based report card

What process will you use to monitor and evaluate the data? • 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	Reading promoted through a comprehensive literacy program through direct interaction with students including: reading to students, assisting students with appropriate book selections, helping students to develop research skills, introducing students to a variety of literature genres including informational text, supporting the ELA Common Core State Standards, monitoring students' progress on Accelerated Reader, and providing technology support and keyboarding skills.	Daily literacy programs are run through the library with the school's LRT. Outside of class library time where whole classes come in at a time, Browns Valley's LRT sees an estimated 16 students per day for literacy assistance. Additionally, a total of 13,943 books were checked out to date this year from the school library by students.
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.	NA
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.	Title 1 funding under goal 1.3 bought many supplies around keeping technology updated and usable including chrome book screen replacements, and cables. In addition, this goal funding paid for our Waterford program which provides online access for students to improve ELA and Math skills.
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.	Goal 1.4 bought many items allowing for teachers to vary instructional strategies and provide supplementary instructional materials. These include but are not limited to books, school planners, and flash cards.

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.5 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.	A total of 13,943 books were checked out to date from the school library by students.
1.6 Facilitate academic conferencing between teachers and the principal to review student progress data and monitor student achievement. Facilitate academic and goal-setting conferences between individual students, the teacher, and the principal to review individual student progress, determine measures of success, set achievable goals and create action plans.	NA

GOAL #2

Shared Responsibility Through School Community Involvement:

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

What data did you use to form this goal (findings from data analysis)? • Perceptual data from students and parents • Parent attendance in school-related activities • Student attendance data through Aeries • Discipline records • Review of parent communication tools (notes, School Messenger, phone logs, etc.)	What did the analysis of the data reveal that led you to this goal? According to the perceptual data from parents and students, both groups are fairly pleased with what is happening at Browns Valley School. Some parents, though, believe that school to home communication can be improved, as well as student safety. Some students believe that they do not have much freedom and choice in school and that students do not always treat each other with respect. These concerns will be addressed in this goal. While participation in school-related functions is relatively high, there are still some parents who are not actively involved. Our goal is to get all parents involved at some level. According to the SchoolCity data, average student attendance is fairly high at 96.8%. Attendance plays a critical role in student success, so we will continue to seek ways to improve student attendance.
Who are the focus students and what is the expected growth? We will be focusing on all students in K – 5th grades with a stronger emphasis on students who scored below proficient on the 2012-2013 CST English Language Arts and Math assessments, district benchmarks and program assessments. It is believed that improved academic growth and performance will transpire, as well as improved attendance through a strong sense of belonging in the school community and shared responsibility for student learning through student, parent, and community involvement.	What data will be collected to measure student achievement? • District benchmark assessments • Program assessments for Open Court and Go Math • Classroom formative assessments • CELDT results • Student progress towards mastery of the CCSS as measured by the standards-based report card

What process will you use to monitor and evaluate the data? • Perceptual data from students and parents • Parent attendance in school-related activities • 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).
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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.
2.1 Continue to keep the school community informed about classroom activities, school-related functions and meetings, community events, suggestions on how to improve student academic success in the home, parent involvement handouts, the Common Core State Standards etc. through monthly newsletters, weekly notices, the school web site, email, and phone calls to provide ongoing communication with parents.	
2.2 Provide communication with parents regarding the Common Core State Standards, progress toward meeting the standards, and developing individual plans for mastery of grade level expectations.	
2.3 Facilitate Back-to-School Night, the Winter Program, Open House, Grandparents' Day, and Parents' Day to showcase Browns Valley School's strengths and accomplishments.	
2.4 Facilitate parent workshops and curriculum nights, which will provide parents with ELA, Math, Science, Social Science, P.E., technology, and discipline strategies to incorporate at home to support students in building academic success. These strategies will be aligned with the Common Core State Standards used in the classroom to create a stronger home/school connection. Workshops will also be translated into primary languages, if needed.	
2.5 Facilitate monthly awards assemblies which invite parents and community members to recognize students for academic achievement, behavior, citizenship, attitude, and attendance and celebrate shared responsibility for student success.	
2.6 Use of parent and community volunteers in the classroom to provide small group intervention to targeted students and assistance as needed.	
2.7 Facilitate school community meetings in which students, parents, teachers, and community members will share their input, individual perspectives, and have a voice in shared decision-making. Develop a student leadership team so that decisions can be made based on student perspectives and action plans for change can be created and facilitated by 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.
2.8 Provide an enrichment program in which students can choose an elective based on students' strengths and interests such as art, music, drama, gardening, technology, yearbook, photography, etc. These electives will offer an engaging and motivational balance from the rigorous academic setting and will allow students to explore new opportunities and interests. This will also offer parents and community members an opportunity to share areas of expertise through greater funds of knowledge. Create an outdoor classroom / school and community garden to help students learn about the life sciences, environmental education, and also develop respect for living things through a hands-on approach to learning. Staff, students, parents and community member will take an active and participatory role in this project.	

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 2012-2013 • District benchmark assessments for ELA and Math • AYP Data for ELA and Math from 2012-2013	What did the analysis of the data reveal that led you to this goal? 2012-2013: While almost 75% of our 2nd – 6th grade students are performing at or above the proficient level in ELA (73.7%), approximately ¼ of our students are not (26.3%) according to last year's AYP data. District benchmarks also reveal that not all of our students are performing at grade level. In fact, according to the K - 6th grade assessments, only 64.8% of our students are at or above the proficiency level for ELA. According to last year's AYP data for Math, 87% of our 2nd – 6th grade students are performing at or above the proficient level and 13% are not working at grade level. District benchmarks, though, do not concur with this. This data shows that only 81.4% of our K - 6th grade students and 75.8% of our 2nd – 6th grade students are at or above the proficient level in Math. 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. Data from the 2014-15 school year is considered to be baseline data. For the 2015-16 school year, we will use this information to determine appropriate goals and interventions.
Who are the focus students and what is the expected growth? We will be focusing on all students in K – 5th grades with a stronger emphasis on students who scored below proficient on the 2012-2013 CST English Language Arts and Math assessments, district benchmarks and program assessments.	What data will be collected to measure student achievement? • District Benchmark Assessments • Program assessments for Open Court 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 assessment 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.	
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.	

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	

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 - 2018-19

School: Cedar Lane Elementary School

Principal: Jill Segner

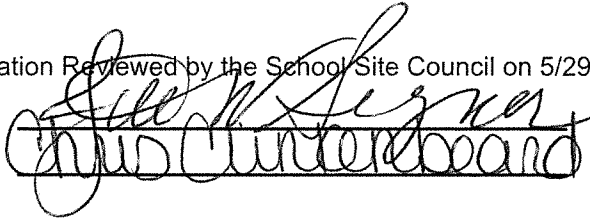
School Site Council Certification

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 5/29/19.

Principal's Signature:

SSC Chair Signature:

The image shows two handwritten signatures. The first signature, for the Principal, is 'Jill Segner' written in cursive. The second signature, for the SSC Chair, is 'Chris Cunningham' also written in cursive. Both signatures are written over horizontal lines.

GOAL #1

Professional development to provide opportunities for staff to grow and develop the ability to move ALL kids to proficiency at their grade level.

What data did you use to form this goal (findings from data analysis)? Ongoing Grade level common formative assessments	What did the analysis of the data reveal that led you to this goal? All teachers taught different things and different ways. Not all students made growth
Who are the focus students and what is the expected growth? As students complete a grade level, the focus is the Boulders the grade level teachers have identified.	What data will be collected to measure student achievement? The results of the ongoing Grade level common formative assessments
What process will you use to monitor and evaluate the data? Results of the ongoing Grade level common formative 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.
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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 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	Santa Clara: Lindsey Keenan Jorge Duenas Tiffany Bautista Gary Hall Alejandra Puentes Brien Hatch Cheryl Knolle Teresa Cowan-Fayter Sandra Kitchens Melissa Murray Rachel Valencia Diana Anderson Jill Segner Lynn Crist Maria Soto Genese Jones Shelley Burke Kevin Kennedy Monica Reyna Design in 5 Jill Segner Teresa Cowan-Fayter Diana Andersen Design in 5 Monica Reyna Lindsey Keenan Katie Uebner PBIS Monica Reyna Gary Hall RTI Shelley Burke Jill Segner PBIS Rewards Jill Segner Monica Reyna Chris Clinkenbeard
1.2 Summer School 10 days, 10 teachers, 4.5 hours Up to 15 students per teacher. 10 days of office support.	This is not complete at this time. CLE will be partnering with the District Office and will provide students for GLAD Training as well as having students for more instruction. Pre and post data will be available after summer school concludes and will be entered here.

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)? PLC assessment data, Boulders Para-educator to provide early intervention	What did the analysis of the data reveal that led you to this goal? Through the data gathered by teachers and PLC collaboration, the data reveals some students are behind because they have not mastered the skills at the previous grade level.
Who are the focus students and what is the expected growth? All students that have not mastered the Boulders the grade levels have identified.	What data will be collected to measure student achievement? Student academic growth based on grade level common formative assessments
What process will you use to monitor and evaluate the data? Ongoing evaluation of grade level common formative 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	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. 7 additional paras to provide grade level intervention.	Para educators have been an integral addition to the CLE staff in order to provide intervention. They work with small groups under the direction of the teacher. Students that have little skill in academics have shown growth with the one hour of intervention 4 days a week.
2.2	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.	The purchase of more Ipads for primary SDC and replacement Ipads (old ones were first generation 2012) for teachers. It is recommended by Technology to purchase laptop computers (5) every year to ensure we have working technology.
2.3	Perfect attendance incentives which could include food, prizes, pencils, certificates	Purchased out of Lottery
2.4	Tier 3 Intervention	Tier 3 intervention is used to plug holes in the education of students. Students often move frequently, have family trauma, don't have glasses, fail hearing tests, etc. With the Tier 3 Intervention, most students showed growth. Those that did not were discussed in the
2.5	Perfect attendance incentives which could include food, prizes, pencils, certificates	duplicate goal

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 and classes that enhance the family	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 requested ESL classes.	ESL classes(all parents were learning to read), Healthy eating classes (parents enjoyed learning about eating healthier. One reported losing over 50 pounds and has kept it off.) , 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.	
3.3	Parent Academy	

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	

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 - 2018-19

School: Cordua Elementary School

Principal: Heather Strickland

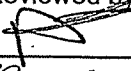
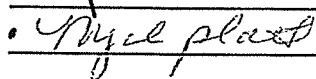
School Site Council Certification

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 5/16/2019.

Principal's Signature: _____

SSC Chair Signature: _____

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><td>2015-2016</td><td>ELA</td><td>Math</td></tr><tr><td></td><td>3rd</td><td>7% 13%</td></tr><tr><td></td><td>4th</td><td>42% 33%</td></tr><tr><td></td><td>5th</td><td>27% 27%</td></tr></table> <table><tr><td>2016-2017</td><td>ELA</td><td>MATH</td></tr><tr><td></td><td>3rd</td><td>19.23% 26.92%</td></tr><tr><td></td><td>4th</td><td>28.57% 7.14%</td></tr><tr><td></td><td>5th</td><td>35.72% 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	ELA	Math		3rd	7% 13%		4th	42% 33%		5th	27% 27%	2016-2017	ELA	MATH		3rd	19.23% 26.92%		4th	28.57% 7.14%		5th	35.72% 14.28%
2015-2016	ELA	Math																							
	3rd	7% 13%																							
	4th	42% 33%																							
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2016-2017	ELA	MATH																							
	3rd	19.23% 26.92%																							
	4th	28.57% 7.14%																							
	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 2016-2017 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.	Cordua Elementary has had a increase of 5.6% in math test scores as indicated by CAASPP results and maintained without any backsliding in ELA. The small group work that is able to be facilitated due to the part time para position is in part responsible for these results.
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.	A 3 week tutoring course was provided to fourth and fifth grade students in the content area of math prior to state testing. The 4/5 teacher pulled students for one hour after school each day based on their scores on assessments in class.
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.	Title 1 funding under goal 1.3 bought many supplies around technology including an elmo, cables, and Ipad cases. An elmo allows for students to see what a teacher is working on up on a smart board whether that is student work or notes etc. In addition, this goal funding paid for our Waterford program which provides online access for students to improve ELA and Math skills.
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.	Goal 1.4 bought many items allowing for teachers to vary instructional strategies and provide supplementary instructional materials. These include but are not limited to books, math games, school planners, journals, and national geographic subscriptions.
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.	Cordua school added 139 new books to both the library and classroom libraries. A total of 9,400 books were checked out to date from the school library by 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 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.	NA

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 CAASPP, 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.	NA
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.	Many classrooms have parent volunteers that are able to help facilitate groups in the classroom to help teachers provide academic intervention or focus with smaller groups of students.

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 – 5th grades with a stronger emphasis on students who scored below proficient on the 2016-2017 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 Open Court 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.	
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.	

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	

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 6.1	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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SINGLE PLAN FOR STUDENT ACHIEVEMENT

Annual Program Evaluation - 2018-19

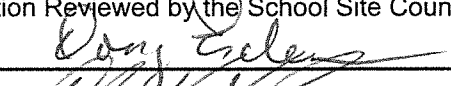
School: Mary Covillaud Elementary School

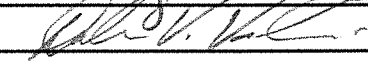
Principal: Doug Escherman

School Site Council Certification

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

Annual Program Evaluation Reviewed by the School Site Council on April 015, 2019.

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 & ELPAC 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 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 Dashboard.	What data will be collected to measure student achievement? The MJUSD embedded benchmarks, CELDT scores, CST scores, California State Teaching and Content standards, and teacher observations
What process will you use to monitor and evaluate the data? Teacher and grade level assessments, report cards, CELDT scores, accelerated reader scores. Looking at the Professional Learning Community (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 parents and students to go over the implementation of the PLC process, last year's assessment, goal setting for the current year and the report card and sign the Title I Parent Compact. I Planning days were used to implement the PLC process in the classroom. Staff and learners will use new technology to support learning and enhance the instruction, interventions and enrichment of the viable curriculum. Staff will implement Professional Learning Community through professional development using technology to teach teachers how to design assessment questions to ensure consistency in assessing student work. Staff will also teach teacher how to use technology to form intervention groups as well as assessing intervention groups. All learners that are having difficulties in class will be brought to COST meetings which allows the COST team to determine future directions and interventions.	Ninety-nine percent of the Parent Compacts were signed. That indicates that parents were aware of the Professional Learning Community (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 had 52 COST meetings for learners and 37 Student Study Team (SST) meetings through 4-05-2019. We have un-enrolled 101 learners and gained seventy two learners since September, 2018. Most of the loss has taken place in forth and fifth grade. Kindergarten through third grade have been full the entire year. Many of these learners have now gone through the COST process trying to find solutions to help them get to grade level. Eighteen learners have been placed back a grade due to academic deficiencies and all have gone through the COST or SST process..
1.2	EL Para-Educator took on the duties of helping in the intervention groups that allowed her to support English Limited (EL) learners. Our EL Para-Educator also oversees all ELAC meeting making sure the school plan is discussed and approved.	EL Para-Educator has become part of the intervention time for all of the grade level. Six EL learners were reclassified this year. That is nine 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.

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 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, cated a technology lead. Another lead serves the rest of the school in the use Of Smart Boards, laptops, Chromebooks, and the use of the web including the SBAC.	All first through fifth grade learners have access daily to their own Chrome Book. Kindergarten share Chrome Books and 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.
1.4 First through Fifth grades support the regular school program by providing intervention to all core subjects after school.	CAASPP scores in language art went up two percent to sixty eight percent learner proficiency and mathematics maintained at fifty percent of the learners reaching proficiency
1.5 Ina order for all learners to reach mastery, Para_Educators were hired to assist in the instruction of small groups working toward mastery of essential and content standards.	Para-Educators are now being used in every grade level in both math and language arts. We have now included them in science for fifth grade. Para-educators now have their own targeted group or work with the teacher checking for understanding and mastery. The school now has three full time Para-Educators and one part time Para-Educator. We have continued to increase in mastery of core subjects and the Para-Educators have offered that extra support and intervention.
1.6 Teacher 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 the following year to Santa Clara to learn more about how to implement the PLC process. With an emphasis on professional development, all teachers and support staff are encouraged to attend the conference in San Jose at the end of July, 2019.	Teachers and staff use the information collected form these professional research based programs to implement the PLC providing extra times for learners that need intervention as well as enrichment. The Californian Dashboard shows that the school has reached the high level in both Language Arts and Mathematics the past two school years.
1.7 On Monday and Tuesday, the school uses a Para-Educator in our PE program. With the use of this Para-Educator, we are able to utilize a well balanced program for Kindergarten through Fifth Grades.	The biggest area the PE program provides is the ability for teacher to Collaborate one hundred minutes a week during the school day. The emphasis is on the implementation of the PLC program. CAASPP scores in language art went up two percent to sixty eight percent learner proficiency and mathematics maintained at fifty percent of the learners reaching proficiency.

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, learners, and community partners revising, evaluating and reviewing our school safety plan and standards at the school site. Staff will work with learners with behavioral issues. Staff will participate in observation of students in class and discussions with them about the choices they are making that are distracting from their learning. Mediations between learners. Encourage learner achievement through assisting in motivational assemblies such and awards for each grade level. Counsel with learners and teachers in an attempt to prevent/solve discipline as well as attendance, and learning problems.

What data did you use to form this goal (findings from data analysis)? Learners attendance reports, California crime reports, suspension rates, Choices attendance, and disciplinary referral reports.	What did the analysis of the data reveal that led you to this goal? Looking at the data for the past two years revealed that the school had reduced its number of days suspended from 47 to 26 days. The data revealed that the number of programs and staff during the past year demonstrated the goal was being reached. The current year through March, 2019, seven days of suspension total.
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-learner handbook/calendar, and other learner related materials to all stake holders. Communications is also sent home through a monthly newsletters sharing the highlights of the school as well as import events within the month. The school sends out weekly communication to all parent about the events at the school which enhances parent involvement at the school site. The school sends home student referrals to parents when behavioral issues arise in the playground.	The parent/learner handbook was followed on all but one event. Twenty-one parent events plus PTCO and ELAC. The various communication has helped in the increase of after school events as well as with school events during the school day. 390 grandparents were present of Grandparents Day compared to 350 the year before. 414 parents were present for Parent Day compared to 377 the year before. One are of concern is the very low parent involvement in Coffee and Tea with MR. E. This opportunity for parents to meet with the principal is not working in the current format. Incentives such as a continental breakfast will be used to entice parents as a group to meet with the principal. The does does have a supportive, parent involved site council./

GOAL #3

Parent and community involvement at Mary Covillaud Elementary increases the educational opportunities for all learners. The learner support coordinator, 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, counsel, and educate families to build skills and confidence in their ability to develop solutions to their child's social, physical, and education needs.

What data did you use to form this goal (findings from data analysis)? The number of economically disadvantaged learners including homeless. The percent of learners on free and reduced lunch.	What did the analysis of the data reveal that led you to this goal? The high percentage of economically disadvantaged learners at the school.
Who are the focus students and what is the expected growth? The focus learners are the economically disadvantaged 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. learners 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 of learning within the environment of the school. Be the lead for facilitating COST and SST meetings. The elementary students support service coordinator is also involved in the PLC process.	The school has been able to meet the need of learners through the use of the elementary student 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 level intervention program. Also the school's academic scores went up in both Language Arts and Mathematics. CAASPP scores in Language Arts went up two percent to sixty eight percent proficiency and in mathematics, learners maintained their growth at fifty percent proficiency. The school is still a California Distinguished School.

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Annual Program Evaluation - 2018-19

School: Dobbins Elementary School

Principal: Duane Triplett

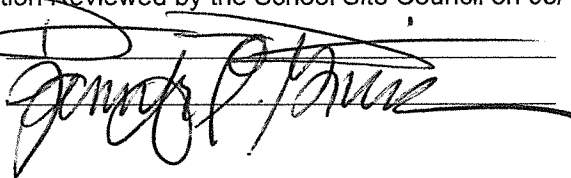
School Site Council Certification

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 05/14/2019.

Principal's Signature:

SSC Chair Signature:

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

GOAL #1

Improve student achievement in English Language Arts and Math. 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 2017, CAASP results indicate that 20% of our students are proficient in ELA and 15% 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 District Wide Professional development days and have done a great job collaborating throughout the year.
1.4	Provide targeted intervention to students who are below proficient in ELA and/or math to preteach and reteach essential standards in small group and or individual settings.	Staff continued a school wide intervention program for ELA and Math this year. Improvement for all students has been 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 Ipads 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 is above the district goal. This years average attendance rate was 97.2%. Disciplinary records show a decrease in disciplinary actions 2018-2019 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.	This year attendance at family school functions has been very successful with 90% of our families in attendance. We are planning to do more events next year.

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	

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 - 2018-19

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 04/29/2019.

Principal's Signature: Lori Guy

Date: 4/29/19

SSC Chair Signature: Rebecca Kudson

Date: 4/29/19

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). n/a

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1 Provide 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.	162 students were part of our intensive intervention services provided under the supervision of our resource specialist team in addition the those serviced within their own grade level throughout this year. For ELA, 20 1st grade students, 16 2nd grade, 16 3rd grade, 16 4th grade, 10 5th grade and 8 6th grade students received intensive support. In math, 1st grade had 10 students, 2nd 23 students, 3rd 10 students, 4th 25 students, 5th 10 students and 8 in 6th grade. Approximately 1.5 grade levels on average were documented for growth on pre and post assessments for students receiving intensive intervention support. Continue intervention support in 2019-20 based on evidence of progress. 235 students earned gold medals and a total of 361 students earned medals for reading. 241 hours of after-school tutoring was provided with students showing growth up to 2.8 grade levels and a minimum of 1.2 grade levels on Essential Standards in ELA and math based on pre and post assessments. Early literacy assessments indicate the following percentages of students reading as follows: k 4%, 1st 37%, 2nd 75% and by 3rd grade 96%.

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 including multi-tiered systems of support re: improving student attendance, positive school climate and social and emotional support in addition to academic student improvement and Professional Learning Communities strategies and components .	Weekly collaboration was provided at Edgewater in various ways as requested by each grade level. Common formative assessments indicate growth averages up to 1.8 in ELA and math and a minimum of 1.3 grade levels progress. Although many students are still below grade level in math and ELA, the gap is closing. Principal attended conference on multi-tiered systems of support re: improving student attendance, positive school climate and social and emotional support for students in April with many resources provided for resources for staff and will be used for staff handbooks for 2019-20 and for obtaining resources for 2019-20. Additionally, a teacher and the school psychologist are attending a conference in June for possible tools for classrooms for implementation in 2019-20. Six teachers that have not previously attended a PLC institute will be this summer bringing our staff to approximately 2/3 of staff that have attended an institute. Early literacy assessments indicate the following percentages of students reading as follows; k 4%, 1st 37%, 2nd 75% and by 3rd grade 96%.
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. Provide professional development on multi-tiered systems of support re: improving student attendance, positive school climate and social and emotional support.	Elementary student support specialist documented 17 SSTs, 12 followup SSTs, 50 conflict management sessions, 14 students working with Steps to Respect curriculum, 8 students that she consistently monitored throughout the year, 35 parent/teacher meetings/conferences facilitated and 24 students participated in leadership elective offered to 6th grade students that she facilitates.
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.	6,393 visitors were logged in through the Raptor system we implemented this year. At least 34 volunteers provided at least 2,204 hours of documented time. This data is lower than actual due to the fact that the system was not ready for implementation at the start of school, modules were not all implemented at the beginning of the year and there have been a few times when the system was down. 555 patrons utilized the library this year which accounts for the parents that visit the library after school hours with their children. Approximately 10 families visit each day the library is open additional hours for parents.
1.5 Provide parents with written information, newsletters, calendars, and phone calls to increase communication. Provide materials and supplies for parent meetings and an annual volunteer appreciation celebration.	Newsletters submitted for each month August through June, sent home and posted on school website. Over 110 invitations sent for our annual volunteer luncheon appreciation luncheon to be held on 5/31/19. School messenger phone call messages were sent throughout the year in English and Spanish for a variety of school events and volunteer opportunities. A school calendar was printed and sent home at the beginning of the year for families with dates of school events and opportunities for participation.
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.	All 3rd-6th grade classes have a chromebook cart with a device for each student. 3rd-6th also have access to a cart of I pads as needed. 2nd grade has access to chromebook cart and additional desktops in their classroom. Next year, they will have Chromebooks for each student and fewer desktops. Next year will focus on 1st grade technology. Kindergarten will have an Ipad for each student. We piloted use of I pads this year in kindergarten with 2 classes sharing devices and found it to be an inconvenience and took away from instructional time switching the devices from one class to another for Waterford supplemental ELA program which prompted us to purchase devices for each student providing a cart for each class.
1.7 Provide ebook access to increase options for student reading for example, contracts and supplies for ebooks.	Approximately 751 titles are available for online access. Based on statistics for this school year so far, there are currently 234 active users, 4733 visits to the ehub and 6,836 titles checked out with 37,541 pages read. 235 students earned gold medals and a total of 361 students earned medals. Data will be reviewed in fall to see the amount of books accessed during the summer.

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Annual Program Evaluation - 2018-19

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 05/20/2018.

Principal's Signature:  _____

SSC Chair Signature:  _____

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 engaged perform better on individual assessments and state assessments.
Who are the focus students and what is the expected growth? Preschool through 6th grade students EL, ELA and Math Students Students with disabilities All students will grow from high quality first instruction with student engaged lessons.	What data will be collected to measure student achievement? Teachers will weekly turn in assessment sheets and plans for intervention with students in their classrooms. All students will be tested by district benchmarks to make assessments to determine what interventions will be needed to help students that are falling behind.
What process will you use to monitor and evaluate the data? Analyze data provided to indicate if there was growth by students. How many had growth? How much growth? Was the growth worth the expenditure?	Actions to improve achievement to exit program improvement (if applicable).

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1 Ella Elementary will focus on EL and ELA strategies to provide high quality first instruction. These strategies will enhance the learning environment for all students. Teachers will voluntarily participate in Lesson Study and provide focused ELD and ELA lessons and interventions. Teachers jointly plan, observe, analyze, and refine classroom lessons based on both the long-term goals for ELA/EL students and the goals of a particular subject area or unit. Lesson Study also requires educators to study how students respond to these lessons – including their learning and engagement. Additional Lesson study and tutoring will allow for teachers to meet and improve their skills at providing higher level questions and adding more rigor to the curriculum. This will serve ALL students at Ella. Teachers meet weekly to develop lessons for all students to raise the rigor and develop higher level questions based on Bloom's Taxonomy. Staff Member to train ELAC and to drive the committee into a functioning, active body. Staff Member to facilitate technology to make it usable at the site for teachers and students. This teacher will assist in lesson development and integration of Core Curriculum into technology. Classified Staff will set up meetings with parents and provide interventions for parents and students. The staff will help parents and students with communication of events and meetings to make sure parents and students are at the meetings and to provide written and verbal communication where needed. Pay for subs so that teachers can get into other classrooms to provide instruction and peer coaching to help our students and teachers grow.	This year Ella redesignated 23 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, CABE, 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 70% CLES Conferences 10% Weekly PLC Meetings 100% ELPAC Training 100% GLAD Training 25% 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 helps students succeed. Last year we had 8 students redesignated and this year we had 23 students redesignated. 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 (42) (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 (33), referrals to Victim Witness (12), Home visits (10), Crisis intervention with students (55), Child Protection Service reports (8) and Request for screening for vision for students (45).
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 all three of the positions. The three Para Educator went into classrooms daily for 3hrs and they worked 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. Next year we plan to add two more.
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 Illuminate)	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, iReady, 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, 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 18-19 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 2010-11 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 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.
2.4 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.
2.5 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 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.
3.4 EL parents will be offered classes by a trained person to help with understanding the EL/ELA/Math curriculum through at Ella during and after the school day.	We were able to serve over 40 individuals at our Ella Child Development Room to help train the parents and provide EL/ELA/MATH instruction on our district adopted curriculum to help our parents and students have access to home to school instruction and intervention.

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	

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 - 2018-19

School: Johnson Park Elementary School

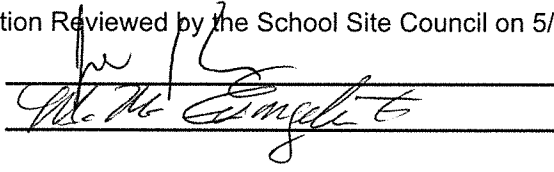
Principal: John Kovach

School Site Council Certification

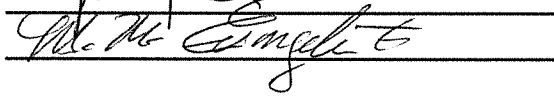
The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on 5/22/18.

Principal's Signature:

A handwritten signature in black ink, appearing to be "John Kovach", written over a horizontal line.

SSC Chair Signature:

A handwritten signature in black ink, appearing to be "Mike [unclear]", written over a horizontal line.

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 adequate growth in math and ELA and/or CELDT Proficiency for 2017-2018
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 CFA created by teacher teams
What process will you use to monitor and evaluate the data? MJUSD Benchmark Assessments ELPAC Test	Actions to improve achievement to exit program improvement (if applicable). Provide EL intervention supports through school wide JET time providing specific, targeted EL supports for all EL students at level 1 or 2 specifically.

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 and teachers reported growth through SIPPSS program assessments, Wonders ELA curricular assessment and Go Math assessments for EL students. Teachers monitored growth in STAR benchmarks and classroom assessments.
1.2 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.	Had 18 new parents sign up to get fingerprinted and volunteer at the school.
1.3 Increase and provide consistent ELD instruction as well as provide further intervention for grades 1 and 2.	Growth reported by 1st and 2nd grade through STAR assessments in both ELA and math. Teachers. First grade resulted in an average increase of +20 points scale score on STAR ELA while 2nd grade reported and average increase of +122.5 points scale score in STAR ELA. Teachers also reported an increase in comprehension through the Lexia reading program. At the beginning of the year, 1% were above grade level, 23% were reading at grade level, and 76 were below grade level. At the end of the year, 29% were above grade level in reading, 40% were at grade level and 31% was below grade level.

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 need increased literacy support. ELA levels are below grade level as a school. There were reported increases for most students in AR, STAR and Lexia in the areas of reading. This includes participation as well as achievement. Growth reported by 1st and 2nd grade through STAR assessments in both ELA and math. Teachers. Schoolwide, STAR assessments in ELA increased by +72 points on average. This is from grades 1-6. Teachers also reported an increase in comprehension through the Lexia reading program. At the beginning of the year, 1% were above grade level, 23% were reading at grade level, and 76 were below grade level. At the end of the year, 29% were above grade level in reading, 40% were at grade level and 31% was below grade level.
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 SIPPS Assessment results
What process will you use to monitor and evaluate the data? ELA and STAR Reading 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. The creation of a block of ELA time, JET time(Jets Engaged in Thinking) was created to provide extra support.	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.	Increase in library check out rates according to librarian. AR quizzes totaled 10,784.9 total points for the school. This is a large increase from the previous year. Continue with AR reading program with incentives. Continue in Lexia and Reading Plus for additional comprehension.

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.	Students need increased literacy support. ELA levels are below grade level as a school. There were reported increases for most students in AR, STAR and Lexia in the areas of reading. This includes participation as well as achievement. Growth reported by 1st and 2nd grade through STAR assessments in both ELA and math. Teachers. Schoolwide, STAR assessments in ELA increased by +72 points on average. This is from grades 1-6. Teachers also reported an increase in comprehension through the Lexia reading program. At the beginning of the year, 1% were above grade level, 23% were reading at grade level, and 76 were below grade level. At the end of the year, 29% were above grade level in reading, 40% were at grade level and 31% was below grade level. In the STAR math STAR assessments, school wide averages reported as approaching or slightly above grade level. Ending averages were as follows: 1st grade: 1.2 2nd Grade: 3.1 3rd Grade:3.6 4th Grade: 4.1 5th grade: 5.3 and 6th grade at 6.1 average.
3.2 Provide supplemental instructional materials and technology to improve instruction, align the curriculum with standards, and provide students with extended learning opportunities.	All technologies are new and maintained appropriately. We are 1 to 1 for chromebooks for all students. Teachers are able to secure supplemental supports if needed through admin approval.

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.
3.3 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. This does include PD in the PLC institute as well as a Restorative Practices PD for summer 2019. 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.	Much of our results came from the leadership that 9 of our staff members showed after attending the PLC conference institute. There will be another 10 attending during the summer of 2019. This will help as well. PBIS conferences were also attended and information and leadership is present in our PBIS program at JPE. This has resulted in a 20% decrease in suspensions for the 18-19 year when compared to the 17-18 year.
3.4 Provide support through hiring para educators to provide intervention support for TK 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.	The improvements below were supported through our reading and math interventions by our paraprofessionals. We will be adding more paras for next year.
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.	Kinder teachers reported that they must keep their paras to help with interventions in the kinder classroom. They provide required supervision and instruction for small group and whole group instruction.

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 20% reduction in the number of suspensions but the number of referrals could still be reduced. Stronger implementation of PBIS is needed. Continue attending conferences and move to Tier II.
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.
4.1	Increase communication with parents and encourage more participation in school activities.	Record numbers at family and school events. - Harvest Festival went from @250 attendees in 2017 to 350 in 2018 - Family nights were over 100 participants every month in 18-19 - Record numbers at both open house and back to school nights.
4.3	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.	Student led supports were evident everywhere. Recess rangers mentoring, bullying reporting led to a safer school and less discipline reports. Traffic crew monitored parking lot and greeted families and students every day.

SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2018-19

School: Kynoch Elementary School

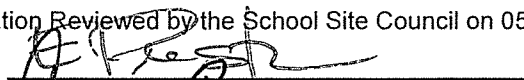
Principal: Eric D. Preston

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 05/16/2019.

Principal's Signature:



SSC Chair Signature:



GOAL #1

Student Academic Performance: ELA and Math

What data did you use to form this goal (findings from data analysis)? District Benchmark Assessments, Classroom and Grade Level 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 make forward progress towards proficiency and beyond in both ELA and Math	What data will be collected to measure student achievement? District Benchmark Assessments, Classroom and Grade Level 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	Provide time for focused small group interventions for every Certificated Classroom teacher to provide direct intervention instruction for targeted small groups of their students daily, while the remainder of the class receives PE instruction from a PE teacher with support from Instructional Assistants.	Teachers and students were afforded the opportunity for small group interventions and enrichments during their daily PE time. Through the course of the year, it was determined that this practice hasn't been as effective as it could/should have been for many reasons. We have elected to alter our delivery format for next year by continuing to fund two PE instructional assistants, rather than three, which will allow us to use them all day long and to offer two classes PE at one time rather than 4-5 classes at one time. Changing to this format also allows a credentialed teacher to push in or pull out in each grade level for intervention/enrichment approximately 45 minutes four times a week.
1.2	Providing one Instructional Assistant to provide direct instruction, to promote student academic learning using technology and to work with teachers to make test scores relevant to educating their students. Also, this position will provide some support in classrooms for academic interventions. Additionally, providing part time Instructional Assistants to provide some supports through both pull out and push in intervention models for K-5 classrooms and one part time Instructional Assistant to provide supports solely to Kindergarten classrooms.	Our use of instructional assistants was effective, although not as effective as we would have liked. We had some serious turnover this year and weren't able to fully staff the plan that we wanted. Additionally, because our district is short substitutes on an almost daily basis, our only six hour instructional assistant was often pulled for a half day or even for an entire day to cover classroom instruction. When we researched to try and get those categorical dollars back, we were told that we don't have the mechanism to do so, so any time spent substituting was paid for from this pot of money. Our instructional assistants worked with all grades providing small group interventions, allowing classroom teachers to work more one on one with their 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 positions will work directly with the students and school staff to ensure student academic success: • Work directly with students on behavioral issues identified through classroom and playground observations to create a safe school environment • Meet with students individually to modify choices that will create academic success • Correspond with parents to involve them in their child's education * Create academic, attendance, and behavior goals with students and their families to help remove barriers to learning o Keep families apprised of student's behavior that impede their ability to meet the class/grade level standards of instruction • Monitor progress of academic, attendance, and behavior goals • 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 • Mediate between students	Our Elementary Student Support Specialists worked with students one on one and in groups, logged behavioral data in SWIS, made parent contacts, coordinated Red Ribbon Week, observed students in classrooms and on the playground. Based on observations this year, we will be restructuring these positions next year to have one part time and one near full time so that we can more closely follow the old Outreach Consultant model.
1.4 Supplemental Academic Resources for improving student academic performance by providing after school tutoring and educational experiences during school hours. (GATE & Tutoring & Interventions).	After school tutoring was provided by 15 teachers 1st through 5th grades. Students participating in tutoring were targeted based on STAR Reading, STAR Math, performance on common formative assessments and progress in class.
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.	Purchases in this area included subscriptions to Moby Max, Prodigy, Reflex on-line services, in addition to extra workbooks and reading materials.

GOAL #2

Professional Development will be provided to staff to increase knowledge and skills to impact student increases in academic performance.

What data did you use to form this goal (findings from data analysis)? District Benchmark Assessments, Classroom and Grade Level 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 maintain or show growth towards meeting all district goals.	What data will be collected to measure student achievement? District Benchmark Assessments, Classroom and Grade Level 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 which will be continually revised--cycle of continuous improvement.	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.	Eleven staff members will be attending a PLC institute this July. We had five staff members attend PBIS conferences/workshops this year and two teachers attend a writing workshop. Every grade level worked with consultant Maria Nielsen on clarifying their essential standards and pacing their year. We also had consultant Terri Lieberman work with grades 3-5 on writing. This summer, Mr. Presion will be attending the National Principal's Conference and Mr. Morrison will be attending the Pacific Northwest Trauma Informed MTSS Conference. The entire staff participated in TOOLBOX SEL training brought to our campus in March.

GOAL #3

Parents are encouraged through multiple avenues to be active participants in their students education, as 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, Classroom and Grade Level 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, participation in PTO, Site Council, ELAC, etc.	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 and in other activities on campus; the number of parents who are fingerprinted and volunteer ready; parent satisfaction surveys.	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 utilized Parent Institute Tip of the Day daily on our school Facebook page. We also utilized a subscription to their Parenting Series and used them as supplements to our school newsletters. We began Volunteer Trainings in March of this year and have determined that next year we will be holding TOOLBOX Parent Information Nights and may move to holding some required parent meetings in exchange for shortened student suspensions.
3.2	Create parent involvement opportunities for parents to work in the classroom to improve the academic achievement for their students. Remove the monetary barrier for parents by a shared cost for fingerprinting. School pays \$40 parent pays \$31.	We offered parents partial to full coverage for the expense of fingerprinting and we are looking into requiring them to attend some parent meetings in exchange for us covering the entire cost of fingerprinting for next year.

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 abd SWIS	What data will be collected to measure student achievement? Behavior information for Aeries and SWIS
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, Accident Reports, SWIS 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 Providing strategies and incentives to encourage and support students making appropriate choices	We purchased and distributed Brag Tags for students.

GOAL #5

Technology will be integrated into the curriculum to achieve measurable educational objectives and a higher level of student engagement. We will also tie some staff development to technology.

What data did you use to form this goal (findings from data analysis)? District Benchmark Assessments, Classroom and Grade Level 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 Ensure that all technology within classrooms are up to date and in good repair. Interactive technology allows teachers to easily conduct assessments and gauge student understanding quickly and efficiently while raising student engagement. The immediate feedback allows 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.	We purchased replacement laptops for classrooms, new Smartboards, ELMOs and LCD projectors, headphones and computer carts for Chromebooks.

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 - 2018-19

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 5/28/19

Principal's Signature: Judy Hart

SSC Chair Signature: Ann Vandepol 5/28/19

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 was an active member of our PBIS team. This year we focused on increasing practices that reinforce positive behaviors. Our ORC was instrumental in beginning a program that would teach and reinforce character traits during designated months. These character traits included: kindness, integrity, honesty, perseverance, fairness, acceptance, and gratitude. Students were recognized for demonstrating these characteristics with a "Roar Ticket" A drawing on each Friday to recognize a student, and then a final drawing during our trimester rallies. During lunch recess our ORC organized sports to keep students engaged, active, and practicing good sportsmanship. This program extended beyond Linda School when our ORC invited Cedar Lane, Covillaud, to play a basketball game with our students. The Leadership Team, comprised of 5th and 6th graders this year presented to the Kiwanis Club and received a \$500 dollar donation to help buy instruments for our music program. This year our ORC continued to schedule our SST/IEP meetings. Because student attendance is directly correlated to student success, our ORC collaborated with our parents around ways to improve their child's attendance. Next year we will increase her focus on attendance and chronic absenteeism. Our ORC assisted in engaging our families with the school environment through our Family Dinner Night, trimester rallies, and Open House. The leadership team performed inspirational songs and dances that helped to bring together all stakeholders in the school environment.
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.	This year we implemented a formal intervention program in grades 2nd through 6th. Based on the Universal Screeners, STAR Reading and Dibels, students were grouped according to their needs. Teachers shared students; two classrooms targeted students that were performing below grade level. Paras were assigned to those classrooms to facilitate small group instruction with the teacher. Three classrooms, 4th, 5th and 6th, chose to add a math intervention period and utilized the paras, again, for small group 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.
1.3 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, chrome books, and desktop computers. On line programs were utilized to reinforce grade level concepts and monitor student progress in mastery of essential grade level standards. The programs also allowed for differentiated practice as students individual levels were addressed. On line programs included: Accelerated Reader, Lexia, Front Row, Illuminate, Spelling City, Star-fall, Prodigy, Mobymax, Connect-Ed, Edmodo, Brain Pop. Students used technology to demonstrate learning Google-docs, Power Points, Prezi Teachers developed interactive Smart Board lessons to keep students engaged and provide visual, auditory, and kinesthetic support.
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.	Fifteen teachers attended a PLC Institute last July. This experience broadened their understanding of the PLC process. An additional twelve teachers will be attending a PLC institute this summer. All grade levels implemented PLC practices each Wednesday. Grade levels 1st through 6th spent a day with Maria Nielsen to further refine their PLC practices. During this time, teachers planned a "15 Day Challenged" where they planned a unit of study. Each grade level identified an essential math standard, created a pacing guide, and developed common assessments and then interventions. Have a day with the expertise of Maria was well received by the teachers and they continue this work.
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 and hands on materials that reinforce grade level science standards.	Materials supplementing and supporting students with the mastery of identified grade level essential standards were purchased. Classrooms addressing the needs of our students at or above grade level purchased classroom literature sets to expand students' reading comprehension and vocabulary. Fourth grade implemented the "Project Steelhead," "Butterfly Project" and second grade students created volcanoes.
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.	This year academic support was given during the regular school day.

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.	This year our ELSS assisted in translation during parent/teacher conference, SSTs and IEPs and disseminating ELPAC results to our families. Our ELSS also helped to facilitate ELAC meetings and act as a liaison between our parents and school.

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 join in celebrating student success at our trimester rallies, Reading Olympics, Jog-a-thon, and Attendance recognition. Inclusion of preschool parents is highlighted during our monthly parent meetings. Parents were provided with a handbook/calendar, weekly newsletters, school website, marquee, and banners to remind them of school events. Parents wishing to volunteer in the classrooms, and chaperone, were integrated into the school community as they completed their background clearance.

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Annual Program Evaluation - 2018-19

School: Loma Rica Elementary School

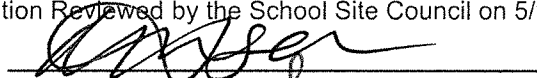
Principal: Kathleen Hansen

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 5/9/19.

Principal's Signature:



SSC Chair Signature:



(Parent Site Council)

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 dedicated intervention time.

What data did you use to form this goal (findings from data analysis)? Diagnostic assessments, district benchmarks, CAASPP interim assessments, teacher assessments and standardized testing results.	What did the analysis of the data reveal that led you to this goal? Approximately 68% of students were at near near proficient in mastery of ELA standards on the 2016-17 CAASPP.. This is an increase from 62% the previous year. Approximately 75% of students were at or near mastery of math standards on the 2016-17 CAASPP. This is an increase from 71% the year prior.
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? Weekly 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 provide the services of two para educators for a portion of the day so that teachers could reduce class size numbers and provide more specific grade-level instruction. Site Council also approved 2.0 hours of a literacy resource specialist time. The LRT has been an invaluable resource for help with tutoring, small group instruction and maintaining daily access to supplemental books in our library. In 2017-18 our state testing (as one indicator) showed that 65.6% of students were at or near standard in their ELA grade level standards. In math, 67.2% of our students were at or near proficient in their math standards. Teachers report that the addition of a para educator and the LRT has provided opportunities to increase the challenges of grade-level standards mastery, as well as, interventions for struggling learners.
1.2 Provide students access to books and technology that address individual reading levels and comprehension using the web based Accelerated reader Program (AR)	Students' mastery of reading and comprehension is enhanced by using the Accelerated Reader program. The circulation of books through our library continues to increase by using this program. Significant improvements were made to our library this year. Focus has been on providing students more access to informational texts. Teachers and our LRT report that expansion of our reading materials for students has promoted a greater interest in Accelerated Reader participation.

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	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 supports offered to students. Many of these supplemental materials served to address 'holes' in an ELA curriculum that was not fully aligned with Common Core standards. Perhaps the best evaluation of this expenditure's importance to student achievement is to monitor use of supplementals in the classroom. 100% of our school's teachers take advantage of additional instructional opportunities to increase student achievement.
1.4 Increase parent partnerships and communication for the purpose of enhancing and supporting student achievement. Support parent outreach efforts which promote higher levels of parent involvement on campus.	Loma Rica's student body has active and involved parents who help support our school on a daily and/or weekly basis. This percentage is a direct result of our school's parent outreach efforts. Monthly newsletters provide up-to-date information about our school's accomplishments and activities. School messenger (automated phone messages to all parents) provides reminders about up-coming events and opportunities. A new addition this year is a list-serve email. Parents have voiced appreciation for this added means of communication.
1.5 Preparing students for college and career readiness requires early introduction to technology. Skills such as keyboarding, online citizenship and effective internet research strategies help ensure students maximize 21st century learning. Funds will be used to Increase student and teacher access to computers and IPads for the purpose of incorporating more technology into curriculum and assessments.	Loma Rica has made significant strides in its effort to ensure that all students have access to up-to-date technology. This effort has been highly focused on students who struggle with regular pencil / paper tasks. Technology allows teachers to address a variety of learning modalities and individualize instruction for these students. Teachers report that students who are unable to access basic grade-level concepts using core materials, are, in fact, able to demonstrate understanding when those same concepts are taught through the use of technology. Students who typically struggle with handwriting are now finding success through mastery of keyboarding skills. Students who struggle with research and report writing are now finding success through internet investigations and power-point reports. The integration of technology into our school's core academic program has resulted in higher levels of achievement for all students.
1.6 Provide supplemental instructional programs to enhance independent reading and support core academic programs. These programs supplement district programs and are designed to enhance specific areas that will help all students advance to levels of proficiency. Specific areas include reading fluency & comprehension, science and math. The independent reading program also provides teachers a structure for providing small group, targeted instruction while facing the management demands of a combination classroom.	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. 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 for struggling learners 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.	100% of our school's teachers participated in training and collaboration centered around 'boulder standards', pacing of instruction and formative assessment. Teachers also received training in the use of technology to support and enhance their daily instruction and assessment. Our Title 1 Professional Development dollars made this possible. Teachers reported that their work centered around analysis of alignment between curriculum and 'boulder standards' helped refine which were in need of additional supports in the form of supplemental instructional materials and programs.

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	

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 - 2018-19

School: Olivehurst 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 6/4/2019.

Principal's Signature: _____

SSC Chair Signature: _____

GOAL #1

We will utilize instruction based on state standards that includes collaborative learning, maximizes evolving technology, addresses individual student needs, and consistently reflects high learning standards.

Results from multiple assessments, including the CAASPP (including Interim and Summative assessments) for English Language Arts and Math will serve as baseline data for student achievement. We will continue to monitor progress of all students and provide intervention for students not yet proficient with emphasis on our English Learner, Low SES, and Special Education students.

What data did you use to form this goal (findings from data analysis)? CAASPP data for 2nd-6th grades. All three sub-groups had over % of students at the Standard Nearly or Not Met Levels while All Students were at %. (English Learners %, Low Income %, Special Ed. %). Also analyzed: Teacher assessments Wonders and Go Math assessments CELDT scores	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? All students measuring Standard Nearly or Not Met with an emphasis on English Learners, Low Income, and Special Ed. students. The expected growth is 3% for all students referenced here.	What data will be collected to measure student achievement? District benchmark assessments, CAASPP scores, STAR reading assessments, NWEA-MAP, Teacher created assessments, Wonders and Go Math assessments, CELDT scores.
What process will you use to monitor and evaluate the data? Assessment data will be reviewed approximately every six weeks and instruction/intervention will be adjusted accordingly to ensure growth for all students.	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	Organize, coordinate and administer assigned programs and activities related to students discipline, attendance and instruction. Assist the Principal with administrative duties involving student conduct, curriculum development and school plant operations as assigned; supervise and evaluate the performance of assigned personnel.	Not Funded
1.2	Provide bilingual EL para-educator to provide direct instruction to promote student achievement, monitor student student placement, assessments, and communicate with staff, district office and parents	The Para Educator went into classrooms daily and they worked 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.
1.3	Utilize assessment results in ELA and Math to establish a baseline at the beginning of the school year. Use data to identify student intervention areas. Progress monitor during each trimester to measure growth.	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.

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	Provide school-wide interventions (small group and individual) in Reading and Math	We were able to hire all three Para Educator which went into classrooms daily for 3.5hrs and they worked 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.
1.5	Identify and purchase needed materials in order to provide personalized intervention for students (at all instructional levels)	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.
1.6	Provide staff development opportunities, release time for support personnel/principal conferences, technology lessons and computer intervention programs for K-6	Professional Development included but was not limited to: PLC Conferences 60% PLC Meetings 100% ELPAC Training 100% Site Level PD 100% Please note, while the percentages may indicate a small number, the attendees were not the same for each training. These conference attendees shared their experiences at Staff Meetings and minimum day articulations and meetings. They provided ongoing support to others not in attendance.
1.7	Purchasing/replacing instructional technology that will assist teachers in helping students learn and demonstrate mastery of the CCSS. Such technology (purchasing, student computers) will allow students to access supplemental resources such as AR and NWEA MAP.	Computers in the primary classes were 2010-11 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.
1.8	Professional development training with Maria Nelson to help teacher develop and refine Professional Learning Communities (PLC).	Teachers were able to better use their PLC time by getting direct instruction from Maria to help develop a 15 day challenge and they were able to identify the boulders that would be taught in ELA and Math. Students benefited with lessons that were designed to help them grasp the concepts taught in their grade level standards.

GOAL #2

We will create and maintain programs and communications to promote increased parent, family, and community involvement both on and off campus supporting academic growth, student enrichment and diversity.

What data did you use to form this goal (findings from data analysis)? Anecdotal and observational data	What did the analysis of the data reveal that led you to this goal? Parents indicated a need for events and education to increase involvement.
Who are the focus students and what is the expected growth? All students	What data will be collected to measure student achievement? Student attendance rates, attendance at events and volunteer sign-in sheets, student, staff, parent survey results.
What process will you use to monitor and evaluate the data? Student attendance rates, attendance at events and volunteer sign-in sheets, student, staff, parent survey results.	Actions to improve achievement to exit program improvement (if applicable).

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1 Develop and administer a survey for parents and staff communication needs and wants.	Surveys were sent out to get the input of parents and staff about the needs of Olivehurst. The information was used to set up the Site Plan for the 19-20 school year and beyond.
2.2 Utilize current and evolving technologies to provide communication tools, increasing links in the electronic newsletters to additional sites, articles, podcasts, and videos.	Computers in the primary classes were older. Many programs would 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. Students now have a 1 to 10 student ratio into every classroom.
2.3 Increase parent support, home school and community connections, and attendance.	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.

GOAL #3

We will maintain a school environment that is safe, secure, comfortable, and helps our students become contributing, responsible, and caring members of a diverse community.

What data did you use to form this goal (findings from data analysis)? Anecdotal and observational data	What did the analysis of the data reveal that led you to this goal? Stakeholders indicated a need for a consistent set of guidelines/expectations for positive behavior.
Who are the focus students and what is the expected growth? All students. Discipline referrals will decrease by 5%.	What data will be collected to measure student achievement? Student, Parent, Staff survey results. School discipline data.
What process will you use to monitor and evaluate the data? Student, Parent, Staff survey results. School discipline 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 Assist the school community in creating a caring and safe school environment in which students can learn and find success.	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 be a part of the campus and the involvement in the classroom.
3.2 Provide a campus that is clean, comfortable, and inviting.	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 and school pride is growing with an excitement to come to school.
3.3 Reinforce character traits through curriculum, daily rituals and routines, and acknowledgements where applicable.	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. Students are displaying better behavior and students are more likely to report incidents at the school site.
3.4 Provide staff training/collaboration time to successfully implement PBIS program.	Teachers and staff were able to participate in trainings that then were implemented into the classrooms.
3.5 Teach monthly character education lessons and evaluate effectiveness of lessons in grade level teams.	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 more engaged in classroom activities.
3.6 Hold weekly/monthly assemblies to teach/model/reinforce character traits.	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
3.7 Provide ongoing training and monitor campus security to maintain a safe and secure environment. (Safety Plan)	Students reported that they felt safer and that parents were excited to know that school is taking their concerns seriously. More cameras and extra safety measures were taken to make the campus safer.

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	

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 - 2018-19

School: Yuba Feather Elementary School

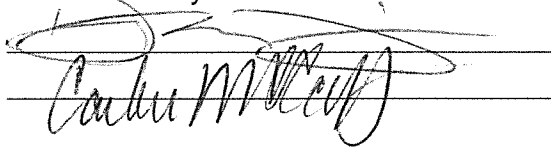
Principal: Duane Triplett

School Site Council Certification

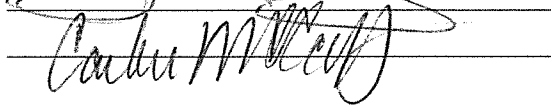
The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on 05/20/2019.

Principal's Signature:

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

SSC Chair Signature:

A handwritten signature in black ink, appearing to read "Candice M. [unclear]", is written over a horizontal line.

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 analysts)? 2015 CAASP Scores	What did the analysis of the data reveal that led you to this goal? Our 2017, CAASP results indicate that 20% 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 two Para Professionals who worked with small group instruction targeting below grade level students in grades k-6. We have seen these below grade level students increase their levels and believe that is due in part to our paras working with them daily.
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 a second Professional Learning Communities at Work Institutes in July.
1.4 Hire consultants and purchase materials to facilitate opportunities for student exposure to the arts, sciences, writing for publication, and leadership clubs.	
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 Breakfast Club has been very successful with all students improving. We are looking forward to see how are students score on the CAASP test this year.
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 three Para Professionals who worked with small group instruction targeting below grade level students in grades k-6.

Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.	Actions To Be Taken To Reach This Goal
	1.7 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%. We have tried several incentive programs this year for attendance with none making a impact. Disciplinary records show a decrease in disciplinary incidents for the 2018-2019 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:

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 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, Father Daughter dance, Mother Son dance were 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	

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 - 2018-19

School: Foothill Intermediate School

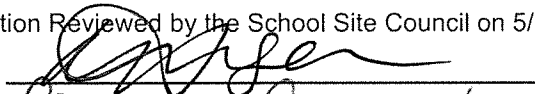
Principal: Kathleen Hansen

School Site Council Certification

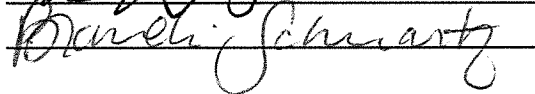
The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on 5/23/19.

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 aid 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 to quantify them in isolation of others expenditures. Our most effective form of evaluation of these expenditures comes from feedback from our teachers. Teachers reported that without these supplemental instructional materials, student achievement would be compromised.

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.2 Integration of technology supports and strengthens our school's current core academic program. This is critical for students for whom traditional 'paper/pencil' tasks have proven unsuccessful in maximizing their learning. Our school's reluctant and struggling learners perform at higher levels of achievement when they have access to a variety of learning tools. Technology is one such tool. We will provide technology supplies and components which complement and support the implementation of our district's adopted ELA and Math curriculum. We will ensure that every classroom has a SmartBoard, projector and laptop. Teachers will use this to provide interventions in customized, small group instruction to students performing below grade level. Eimos 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 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 - 2018-19

School: Anna McKenney Intermediate

Principal: Joe Seiler

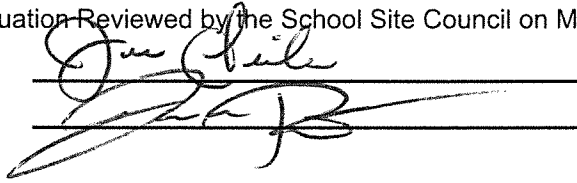
School Site Council Certification

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 23, 2019.

Principal's Signature: _____

SSC Chair Signature: _____

The image shows two handwritten signatures. The first signature, for the Principal, is written in cursive and appears to be 'Joe Seiler'. The second signature, for the SSC Chair, is also in cursive and is more stylized. Both signatures are written over horizontal lines.

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? ELA Math Schoolwide English Learners Students with Disabilities Socioeconomic each grade level a 5% growth in ELA and Math 7% growth not a significant subgroup, but focus on a 3% growth 5% growth 5% growth	What data will be collected to measure student achievement? District Benchmark scores and Program Assessments will be used as progress monitoring data. API-- overall school wide growth indicator will be used as progress indicator towards goal CASPP Achievement Level data will be used as final indicator of success of goal
What process will you use to monitor and evaluate the data? District Benchmark scores and Program Assessments will be used as progress monitoring data. API-- overall 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).

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 Service Coordinator: Analyze Benchmark and interim testing data. Determine at risk and low performing students and coordinate support personnel in creating targeted interventions including Counselor, English Language Learner Elementary Support Personnel, and other direct services to improve student achievement. * analyze benchmark assessment data * Conference with low and at-risk students * Coordinate support personnel for students * Educational Talent Search * Bringing Up Grades (BUGS) Program * Facilitate Professional Development Activities * Organize, monitor, and facilitate after school programs to increase student achievement. * Supervise and structure the academic schedules and programs to best meet the needs of students and maximize academic performance.	The Educational Talent Search (ETS), Bringing Up Grades (BUGS) and Mandatory After School Help (MASH) programs were part of the education program at Anna McKenney Intermediate School. Counseling services: a. Coping skills were addressed: sadness, anger, stress, anxiety b. Individual student support and intervention c. Group Interventions: decision making, friendship issues, gossip, self esteem, social skills d. Classroom Interventions: facilitated career exploration, positive decision making, planning for course selection in high school Student Services Support Provider: a. Provided direct services to students addressing academic and social issues b. Communication with parents and outside agencies to provide support or services to our students c. Communicated with ATS, ETS and Upward Bound to help students connect with colleges d. Regularly communicates with parents to set up SST's, parent conferences and runs study groups for at risk students. e. Arranges the testing environment for optimal results. f. On campus to facilitate after school events
1.2 Professional Development: Provide increased and structured professional development opportunities for staff members related to data analysis, effective teaching practices, student intervention, and other activities related to student academic and social growth. Professional growth opportunities around Professional Learning Communities and effective collaboration. These include supplemental service agreements.	Eight members of our school staff attended a PLC conference to obtain more information on strategies to implement all components of professional learning communities. Substitutes were brought in to provide release time for teachers to collaborate about student data and specific content area needs; including effective teaching practices. We contracted with Solution Tree to bring Maria Nielsen on campus to help our staff analyze and prioritize common core standards. She work collaboratively to ensure high quality instruction and assessments for students. Four members of our school leadership team visited Fossil Ridge Intermediate School in Utah. Fossil Ridge is a Nationally Recognized PLC school and we learned about implementing Mustang Time to ensure effective interventions.
1.3 After School Intervention Support to support student growth in mastery of Grade Level Standards. For students and families to help increase students success through solid connections to school. Includes outreach to at risk families, EL families to connect them to school and community support services such as after school tutoring, counseling services, mental health services and local service agencies.	Our Student Support Services provider was able to provide intervention services to multiple students throughout the school year. Small interventions were conducted during lunch and in many cases, we had one-on-one support. PLUS training was brought to our students to gain valuable insights, understanding of student issues on campus. During this training, we held multiple assemblies with our students to strengthen our students understanding and acceptance of differences. Mandatory After School Help was implemented during the second quarter to help students maintain or bring up their grades. The MASH program supported all students but was primarily focused on at risk students.
1.4 Supplemental Curriculum to support mastery of grade level concepts and increase proficiency.	The maintenance contracts for all the copiers were used to support supplemental materials in both ELA and math. Technology Purchases included the following: Chromebooks and carts, LCD projectors, printers, ELMOs, Smartboards, laptop computers. The technology was utilized as a teaching component which creates engaging lessons and provides a format for interactive structured student practice in the classroom. Many applications from educational sites were downloaded to provide support to at risk students and English Language 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.
1.5 English Language Learning program will be enhanced through the use of: Supplemental books, apps, materials, technology to support ELL students in academic content, provide instruction in technology to improve work readiness skills and provide software/applications that support students growth in learning English, while scaffolding and support in the primary language. This may include access to applications such as Google translator, Near Pod and other applications.	Our ELD support staff member provided ELA and supported other core instructional areas for students that were classified as ELD. She specialized in bi-lingual education and taught our students who are new to the country.
1.6 Provide technology support for EDY to enhance and extend learning of CA Common Core Standards and prepare students to be Career and College ready. Technology to support student achievement include: Chromebooks, carts, headphones, laptops, technology accessories, iPads, desktop computers, printers, projectors, document cameras, Smart Boards and any new technology to support student learning. Academic software that augment lesson and support increased percentage of proficiency on academic measures.	Provided technology to support students mastery of the state standards.
1.7 Elementary Student Support Specialist: Works directly with students to provide support, academic achievement goal development, and intervention support to increase academic growth. * Counsels students * Meets with underperforming students and parents to develop plans for increased students achievement. * Instructs students on resiliency strategies during group. * Provides activities designed to improve and support the emotional, behavioral, and social skills development of students which impact academic achievement. * Provides support and consultation to school staff * Crisis intervention * Classroom guidance * Data analysis to support increased student achievement. * Implements	Student Services Support Provider: a. Provided direct services to students addressing academic and social issues b. Communication with parents and outside agencies to provide support or services to our students c. Communicated with ATS, ETS and Upward Bound to help students connect with colleges d. Regularly communicates with parents to set up SST's, parent conferences and runs study groups for at risk students. e. Spanish Translation for many meetings with students and/or community members.
1.8 Elementary Student Support: ELL personnel provides direct services to students to support increased academic growth. Personnel assesses students using the CELDT testing, explains testing data to students and families. Monitors the progress of students towards reclassification and creates an achievement plan that families can follow at home to aid the rapid progress of language acquisition and student achievement. Personnel regularly evaluates student assessment benchmarks and CELDT data and updates student plans to ensure academic success. * Direct Services to students * Student instructional bilingual communication * Progress monitoring of ELL students; including, analysis of growth and reclassification as demonstrated by CELDT testing, Benchmark scores, State Testing, Teacher input, student grades, etc... * Facilitates development of student ELL plans for academic growth.	Bilingual Elementary Student Support Specialist: 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 members were key stakeholders in the development and communication of this plan. Monitoring of academic progress and EL documentation regarding levels was monitored throughout the school year.

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 2017-18 Student Expulsions at 1 student in 2017-18 Student Referrals at 523 incidences Student Attendance at 95.9 %
Who are the focus students and what is the expected growth? Students with behavioral concerns: Suspensions-- decrease 2% Expulsions-- decrease to 0% Referrals-- decrease 3% All Students: Attendance-- increase 1.0%	What data will be collected to measure student achievement? Student Suspensions Student Expulsions Student Referrals Student Attendance
What process will you use to monitor and evaluate the data? Each progress and quarter time period data will be evaluated to determine progress towards goals.	Actions to improve achievement to exit program improvement (if applicable). Implement increased intervention programs to support students in a preventative manner: anger management, in-house, bullying prevention, social skills development class, counseling services, alternatives to suspensions. Develop positive programs to encourage students success: School wide positive behavioral interventions and support to positively teach and reinforce behavioral expectations, provide reinforcement and track data related to these supports. We also develop leadership electives that enhance student performance and skills. We work on developing new incentives and reward programs.
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.

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 Support Classroom: allows for the modification of bullying and academic support of grade level State Adopted Curriculum and standards without removing the students from the academic environment. The classroom necessitates a teacher and social development curriculum.	Student Services Coordinator and Student Support Personnel: Assistant Principal and PASS Officer: They provided social, educational and personal support to students and families in all areas which impacted academic learning and behavioral success. Evaluation of discipline data shows the following: Student Suspensions at 250 Student Expulsions at 1 Student Referrals at 523 incidences Student Attendance at 95.9% This data reflects a reduction in overall referrals to the office and a slight increase in suspensions. After school interventions- Opportunity School was an intervention in lieu of suspension and was held twice per month on Wednesday afternoon from 1-3 pm. Students were assigned to 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 character development, bullying curriculum, tobacco education and violence prevention.
2.2 Student Recognition for: * Quarter Awards * Benchmark Awards	Our 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 Events: * Open House Event-- * Parent involvement in Positive Behavior Intervention & Supports-conference, travel expenses Parent Training Nights: including use of AERIES, bully prevention, academic support, gang awareness, parent math night, Common Core information, Digital Parenting seminars, Interpreters for events.	We utilized the mass auto dialer system for school site communication with parents to keep them informed of important information, events and activities. This is very important at the middle school level because many fliers do not make it home in the backpacks of our students. Fingerprinting for parent volunteers. This service was provided to parents who were interested in volunteering on campus of for field trips. Back to School night included a BBQ and supplies were purchased for this community event. We had parent participation on our PBIS team and system training. Translation of school information for parents as needed.
2.4 Provide academic, and behavioral supports to at risk students by providing positive supports and systems that promote increased motivation and success and increased positive behaviors that then translate to increased learning and overall school success and reduce negative behaviors.	We held our Mandatory After School Help (MASH) program during the school year: students, parents and school officials 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. Our PBIS tier I team is fully implemented as is the SWIS data system. Students were taught school-wide behavioral expectations and those expectations were reinforced throughout the school year. Students who demonstrated positive behavioral choices were recognized. Our tier II team was active in the academic and behavioral interventions and met regularly to ensure all students obtained the support needed to become successful students on campus. The team planned and implemented a wide variety of supports to students who are at increased risk.

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Annual Program Evaluation - 2018-19

School: Yuba Gardens Intermediate School

Principal: Kari Ylst

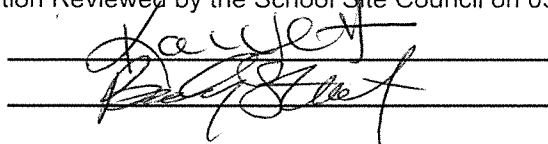
School Site Council Certification

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 05162019.

Principal's Signature: _____

SSC Chair Signature: _____

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

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, CAASPP, 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 After School tutoring transportation costs to get students home, as part of the full implementation for PBIS.	17/18 * English Language Arts – 69.6 points below standard, increased by 12.9, (Orange) Asian, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities * English Learners - Current English Learners 116.4 points below standard, Reclassified English Learners 16.4 points below standard * Math – 107.4 points below standard – maintained 2.3, (red) Asian, students with disabilities (orange) English Learners, Hispanics, Socioeconomically disadvantaged, White * ELPAC - 17/18 proficiency results - 7th Level 4 - 28.1 Level 3 42.37 Level 2 22.03 Level 1 <10 students 8th Level 4 33.62 Level 3 38.79 Level 2 20.69 Level 1 <10 students * Star Reading data for the 18/19 school year shows +49 SS, +0.4 GE gain for 7th +69 SS, +0.6 GE for 8th * Star Math data for the 18/19 school year shows +2 SS, +0.01 GE gain for 7th +31 SS, +0.7 GE for 8th * An average of 18 students are attending tutoring daily.

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 Tutoring based upon curriculum and benchmark assessments for low Socio/EL/Sped students	17/18 * English Language Arts – 69.6 points below standard, increased by 12.9, (Orange) Asian, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities * English Learners - Current English Learners 116.4 points below standard, Reclassified English Learners 16.4 points below standard * Math – 107.4 points below standard – maintained 2.3 (red) Asian, students with disabilities (orange) English Learners, Hispanics, Socioeconomically disadvantaged, White * ELPAC - 17/18 proficiency results - 7th Level 4 - 28.1 Level 3 42.37 Level 2 22.03 Level 1 <10 students 8th Level 4 33.62 Level 3 38.79 Level 2 20.69 Level 1 <10 students * Star Reading data for the 18/19 school year shows +49 SS, +0.4 GE gain for 7th +69 SS, +0.6 GE for 8th * Star Math data for the 18/19 school year shows +2 SS, +0.01 GE gain for 7th +31 SS, +0.7 GE for 8th * An average of 18 students are attending tutoring daily.
1.3 Technology technician and support for teachers to help support student use of technology	The technology facilitator has been available all year to help support teachers in their use of technology related to academic achievement and to support the teachers in their curriculum needs. This support facilitates a higher level of classroom engagement and academic progress.
1.4 Guiding Coalition - plan and facilitate collaboration and assist with implementation of initiatives, lesson development and professional development as they relate to the PLC process.	Guiding coalition members facilitated collaboration meetings throughout the year to support our implementation efforts related to our Professional Learning Communities work. Collaboration focused on essential standards, pacing of the standards, creation of assessments, assessment data and intervention grouping.
1.5 Continued integration of technology (Smart Boards, IPADS, Chrome books, grading cameras, Elmo's, student use computers, printers, installation of equipment and technology materials that support the core curriculum/state standards.	Yuba Gardens purchased classroom projectors, Elmo's, printers and chromebooks. Yuba Gardens is now 1-1 with chromebooks for our students due to additional purchases. The technology has helped students to benefit from a higher level of engagement and allows students to practice concepts visually, as well as orally.
1.6 Supplemental supplies and materials to help students reach their academic goals	Grades for the 17/18 school year are as follows: A=24.6, B=19.9, C=16.1, D=9.7 and F=17 Grades for the 18/19 school year as of fourth quarter are as follows: A=36.9, B=24.8, C=20.0, D=7.9 and F=7.3
1.7 3 Para professionals - Support Professional Learning Communities process during intervention time. Para professionals will be working directly with students during intervention time.	Student proficiency levels have increased due to para professional having direct contact with students in their general education settings.
1.8 Restorative Practices presentation to Staff on 10/8/18, with Karen Junker. Teachers will learn skills they can use immediately to strengthen relationships and respond to conflict in their classroom.	Due to a personal emergency, Karen Junker did not present.

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, artificial intelligence 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.	ALEKS was used minimally this school year and will not be continued during the 1920 school year.
2.2 5 Star Students/PBIS Rewards - Will help with implementation of our PBIS "Pride" program by allowing the school to increase student inclusion, target specific uninvolved student groups, show correlation between involvement and grades/discipline/attendance. The 5-Star students program is designed to keep track of student participation and recognize involvement on campus.	86% of our students participated in the 5 Star Student recognition 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 2019.	Training this school year was centered around PBIS and PLC work. Eight teachers attended a Google Classroom conference to help with student engagement in the classroom. As Yuba gardens moves towards a solid PLC community ongoing professional development is needed by way of attendance at PLC institutes and ongoing site support by Maria Nielsen. All stakeholders are involved in this professional development. Additional professional development is needed in regards to RTI and math related the PLC process.
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 - 9 contracted days to work with Maria Neilsen to help ensure that all students can learn at high levels, create a collaborative culture with collective responsibility and a results oriented learning environment.	Daily interventions will continue to be provided based upon common formative assessment data. After school transportation will continue to allow students to attend tutoring. To further enhance district reading intervention for students performing below the third grade reading level, a need has been identified to provide intensive supports for students reading between the 4th and 6th grade reading levels. Due to positive outcomes related to the implementation of the PLC, staff, students and parents have embraced the intervention process. Continued implementation of the PLC process will ensure even greater academic gains.

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.
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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 Student Support Specialists - Provide direct services to increase student achievement by supporting parent/teacher conferences and working with students and their families. The specialist also works with students on behavioral issues identified through classroom and social observations and meets with students to modify choices that will create academic success. The specialist also corresponds with parents to encourage active parent involvement in education and works with families to remove barriers to learning. The specialist also monitors progress of academics, attendance, and behavioral goals. Review student transcripts and class schedules to identify potential causes for student's behavioral or academic concerns. Also, leads groups of students on issues such as bullying, choices, decision making, study skills, etc. and facilitates student recognition to motivate and inspire positive behavior and academic success. They also assist classroom teachers with supplemental programs adopted to enhance the culture of achievement.	* Chronic Absenteeism (Orange) – 17% Chronic Absenteeism 18/19, as of 2/19 11.34%, Student with disabilities, White (Red) * Actual Attendance – 17/18 Average – 94.8, 18/19 average thru 2/15 94.8 * Suspension Rate – (Red) – 20.4% suspended at least once, English Learners, Hispanic, socioeconomically disadvantaged, students with disabilities, white (red) * Discipline data (SWIS) – Minor referrals 17/18=507 Minor referrals 18/19 thru 2/15=299 Major referrals 17/18=791 18/19 thru 2/15=220 * Referrals by location indicate that problem areas for 18/19 are classroom, hallway, playground * Referrals by problem behavior indicate that problem behaviors for 18/19 are fighting, abusive language, physical aggression and defiance * English Language Arts – 69.6 points below standard, increased by 12.9, (Orange) Asian, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities * English Learners - Current English Learners 116.4 points below standard, Reclassified English Learners 16.4 points below standard * Math – 107.4 points below standard – maintained 2.3, (red) Asian, students with disabilities (orange) English Learners, Hispanics, Socioeconomically disadvantaged, White * ELPAC - 17/18 proficiency results - 7th Level 4 - 28.1 Level 3 42.37 Level 2 22.03 Level 1 <10 students 8th Level 4 33.62 Level 3 38.79 Level 2 20.69 Level 1 <10 students * Star Reading data for the 18/19 school year shows +49 SS, +0.4 GE gain for 7th +69 SS, +0.6 GE for 8th * Star Math data for the 18/19 school year shows +2 SS, +0.01 GE gain for 7th +31 SS, +0.7 GE for 8th * Grades for the 17/18 school year are as follows: A=24.6, B=19.9, C=16.1, D=9.7 and F=17 - Grades for the 18/19 school year as of fourth quarter are as follows: A=36.9, B=24.8, C=20.0, D=7.9 and F=7.3
3.5	

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.
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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.
4.1 Provide activities/maillings for parents to participate in such as Back to School Night, Open House, and evening presentations to support student academic progress.	Parents were invited to be part of School Site Council Meetings. Title One parent meeting, PTA and ELAC, to provide input on student interventions and the academic program. The ELAC president attends the School Site Council meetings and presents the information during the monthly ELAC meeting. Administration collaborates with parents during these meetings. Parents are also invited to attend 7th grade orientation, back to school night and open house. Parents during the 18/19 school year were also invited to attend the PIQE institute in the evening. Spanish/English promotion information meetings were held for parents in the evening. Home visits done when necessary; for example paperwork needs to be signed, attendance issues or transportation issues etc. School Messenger is used for regular home communication to ensure parents are aware of engagement opportunities. Through April of 2019 more than 9800 phone calls were made home and 9246 emails were sent. Teachers also use School Messenger to communicate with parents. Parent Portal trainings were offered in the evening for parents to learn how to track student academic progress. Newsletters are sent home to parents monthly to keep parents updated and to invite them to actively participate in their child's education. Parents are also invited to complete the California Healthy Kids Survey to provide feedback related to school climate.

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 - 2018-19

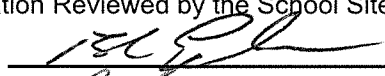
School: Lindhurst High School

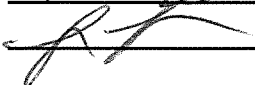
Principal: Bob Eckardt

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 5/16/19.

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 CAASP, 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 CAASSP 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 CAASSP 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.	50 teachers participated in PLC trainings and or summer institutes. This has been extremely beneficial as evidenced by our progress in the PLC process and work produced during collaboration times. This is recommended to be a continued expenditure.
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.	The purchase and use of supplemental materials supplies and intervention programs has led to greater student success in the classroom. Our intervention component has allowed 33 students to recapture credits and normally they would not have had the option to do so at a comprehensive high school. It is recommend we continue these expenditures
1.3	In an effort to enhance our supplemental and diversified instructional strategies, LHS will be investing in technology and software to directly serve the students in classroom and learning environments	The software purchased was positive but will have to be reviewed on a case by case basis with the teachers on its effectiveness and renewal for the upcoming 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.
1.4 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.	This expenditure was not used this year.
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.	These programs have shown success and should continue. Students in these programs have seen grade increases of up to 2 letter grades. Approximately 90 students.
1.6 In an effort to undertake a large scale remediation for students who have struggled in their classes and causing many of them to get off the "A-G" path. Lindhurst High School will offer summer school for students to regain lost credits, get remediation in core subject areas and regain the ability to stay on an "A-G" pathway during their following school years.	This has not been completed yet but due to the large expense it is not expected to be feasible next year.

GOAL #2

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

What data did you use to form this goal (findings from data analysis)? This goal is based on Lindhurst High School's mission statement as well as the LEA LCAP goal number 1	What did the analysis of the data reveal that led you to this goal? The self-study findings indicate a need to improve student achievement in all subject areas. Specific areas for emphasis are our subgroup population of English Learners and Special Education students. While high marks were given to the efforts and work that Lindhurst High School is doing with this subgroup, the data clearly shows additional need and room for growth. This rational 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 ELPAC and local assessments.
What process will you use to monitor and evaluate the data? Student achievement of the CAASSP 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 ELPAC 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	The effectiveness of having additional support in the coor classrooms is valued by our teachers and is recommended to continue.
2.2	Monies will be used to purchase supplemental instructional material specifically designed for English Learners and or students on Individualized Education Plan	The use of ILIT has shown tremendous success with increasing reading levels. On average the students being serviced have increased their reading levels by 3 grade levels in a matter of 4 months. This is program we wish to continue.

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 enrollment	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 expenditure did not happen. At this time we can not build in a career center.

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.	suspension rates have gone down by 3%. we will continue services and parental outreach.

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 - 2018-19

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 24, 2019.

Principal's Signature: Shevaun Mathews

SSC Chair Signature: Kelly Williamson

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, CAST Testing (Science); 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 Professional development and collaboration around best practices in education in the areas of Literacy, strategic math, strategic ELA, and common core content area SDAIE teachers (math, ELA, AVID, EL, RtI, social science, and science teachers), up to 10 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 and new CAST (Science).	Staff participated in the following professional development activities and research to increase and develop best practices in first instruction, and collaborative activities in directly impact student learning and achievement: *Maria Nielsen- Solution Tree Professional Development- four site sessions *Three Professional Learning Community Conferences- Staff attended two institutes, one Mathematics at Work and one conference, Soluciones, *Staff attended CABE- California Association Bilingual Education to directly support EL learners To enhance student preparation for the CAASPP and CAST, students were offered additional test preparation using the following assessments: PSAT 9, PSAT 10, onsite SAT. Staff utilized the data from the PSAT to plan instruction and intervention for students.
1.2 Supplemental classroom supplies and instructional materials for student intervention strategies in Literacy, Strategic English, Strategic Math, 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 CASPP	Supplemental classroom supplies and instructional materials purchased for student intervention: *Lit *STAR Math/English *Science supplies to assist student in understanding concepts *News Bank ELA

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.3 Supplemental technological classroom tools, including installation costs, to enhance learning for all students including "Clickers", Eimos, LCD projectors, I-Pads, Smart Boards, SMART TV/slap tops, net books, lap top carts, lap top hard drives, and necessary tools for application.	Supplemental technological classroom tools purchased to enhance student learning include: *Chromebooks, Document cameras, laptops, carts SMART TV's, LAN School, The use of this technology has engaged students to a greater degree, which leads to increased student success, as well as increased scores in ELA and math performance (refer to goals 1.1 and 1.2).
1.4 Strategic and direct academic and language support to EL students and all EDY in the classroom and after school provided secondary support specialist, and by providing organized Tutoring After School (TAS) to assist all students toward reclassification and overall academic success.	The addition of an EL Facilitator has a direct impact on the learning and achievement of our EL learners EL facilitator works directly with students in the classroom, in small group pull out and coordinates directly with teachers to maximize student learning. The EL facilitator also tutors EL students after school in overall academic success and works toward reclassification. 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.
1.5 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.	Equipment, supplies and maintenance products and services were purchased to support and increase the academic performance of EDY.
1.6 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).	In all common core content areas, all curricular and career technical education areas, collaboration and staff development time was allocated for staff to develop and improved practices toward Common Core Standards Based instruction (establishing high priority standards, developing pacing and assessment plans, reviewing data and planning intervention toward school wide continuous improvement. Staff met during winter and spring breaks in teams to further develop high quality units and lessons.

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 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 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. Marysville High School was awarded a "SILVER" rating for implementation of PBIS with fidelity in fall of 2018. Measurement of this award is based on use of SWISS Data system, discipline and safety data and services to students. For the 2019-20 year, MHS has again qualified for "SILVER" Status.
1.8 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 2018-19.

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	Provide supplementary materials and supplies and opportunities to enhance students college and career readiness skills.	With the addition of a career/college center technician in the library to enhance student awareness of college and career opportunities, supplementary supplies were purchased to assist students with research toward career/college opportunities, complete scholarship applications, write essays and complete online financial aide application such as FASFA.
2.2	Provide technology or application programs that directly connect families school information, to college and career opportunities, college readiness skills, college applications, financial aid information .	Funds were not applied to this target area for the 2018-19 school year.
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.
2.4	Postage, paper, labeling, and printing costs for supplemental parent communications, including, 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.

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.
2.5 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 and for an increase of five percentage points for our socioeconomically disadvantaged, white, and schoolwide students to score proficient on the , compared to students' performance on the CASSPP the previous year.	Supplemental classroom supplies and instructional materials were purchased specifically to address needs of special education students in the co-teaching courses, in classrooms to support EL students and EDY. Unfortunately, CASSP scores for 2018 dropped in Math and ELA , from 45% in ELA to 42% Exceeded or Met standard from previous year, and 16.57% standard exceeded or met in math in 2017 to 15.76% exceeded or met in 2018.
2.6 Provide support to EDY students in the areas of college and career exploration, readiness to increase students skills and awareness of college and career options. Increase Marysville High School's outcomes of students applying for and attending post secondary colleges and trade schools or military.	With the addition of a college and career center, college and career online platforms, students have access to career exploration, interest and strength inventories and college options. Students have greater access to speakers, colleges, options for financial aid and skill building lessons toward post-secondary colleges, trade schools or military.
2.7 Provide "credit repair" opportunities for educationally disadvantaged students to make up credits by taking independent study or online courses.	Credit repair opportunities are offered through the school year and in the summer so that EDY students can make up credits with additional opportunities and continue their education at their home comprehensive high school. Courses offered after school and in the summer in an independent study or online format.
2.8 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.	See goal 1

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 2018-19. Suspensions will reduce 10% from 2017-2018. 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). Monitoring of student attendance and focus and support on the 10% of students who are chronically absent will increase student academic performance of these EDY students. 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.
3 Marysville High School will provide dropout prevention services that include intervention strategies, and outreach to counseling services for At-Risk Educationally Disadvantaged Students.	Marysville High School provides services to our most at-risk students in the form of an "AT RISK CONSULTANT". Intervention, prevention and outreach services are provided in the form of: parent outreach, coordination with other agencies such as mental health, gang task force, juvenile court SARB system, attendance monitoring, behavioral monitoring and contracts, home visits, PBIS tier II CICO services, training to staff on EDY. Focus for the 2018-19 school year is to reduce the number of students who are chronically absent, provide tier II services to at risk students and increase parent involvement. Coordinated meetings with parents and students are provided by the At risk consultant.

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.
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SINGLE PLAN FOR STUDENT ACHIEVEMENT

Annual Program Evaluation - 2018-19

School: Marysville Charter Academy for the Arts

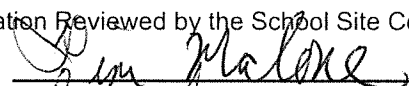
Principal: Tim Malone

School Site Council Certification

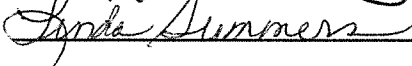
The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on .

Principal's Signature:



SSC Chair Signature:



GOAL #1

By June 2019, student results from state testing for common core math will improve by at least 3% over the CAASPP data for 2018.

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?
Math SBAC scores	MCAA's students' rate of achievement in math (proficient or higher) is lower than in other subjects.
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?
All math students not meeting or exceeding the standards on the benchmarks and SBAC. The percentage of students meeting or exceeding the state standards in math will increase by 3% compared to the 2018 math SBAC data.	Benchmark and CCSS data.
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).
Math teachers will collaborate and review quarterly benchmark data, common assessments, and classroom quiz and other test data. They will then reevaluate their plans for student achievement.	

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1 Review concepts through warm-ups and exit slips	
1.2 Retired math teacher will tutor struggling math students and fill in missing skills.	
1.3 Strategically target students for in-class interventions, 9th block interventions, and mentoring.	
1.4 Increase math collaboration time by dedicating 90 minutes during the normal work day for staff collaboration two to three times per week.	
1.5 Math teachers will provide after school tutoring	
1.6 Math teachers will utilize Carnegie integrated software.	
1.7 Math teachers will observe each other at least once during the school year.	
1.8 Professional Development for math teachers.	
1.9 District curriculum specialist will help math team disaggregate data, plan, and improve instruction and student learning.	

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.
1.10 Teachers will utilize common assessments to achieve maximum effectiveness.	

GOAL #2

Add additional teacher collaboration time each month and provide professional development for the teaching staff in order to improve student achievement, as measured by the CCSS exam, AP Exams, and projects and performances that utilize rubrics in the arts.

What data did you use to form this goal (findings from data analysis)? CST science, CAASPP data, and feedback from arts teachers.	What did the analysis of the data reveal that led you to this goal? Teachers need more time working together so that they can discuss students, data, interventions, lesson planning, etc. in order to target whole classes, individual students, or groups of students. Teachers also have the goal of integrating more of the arts into the academic curriculum.
Who are the focus students and what is the expected growth? Students in the arts classes, all academic students. The percent of students meeting or exceeding the standards for state testing for math as determined by the SBAC will increase in all grades by 3% over 2018. The percent of students meeting or exceeding the state standards for English as determined by the SBAC will increase in all grades by at least 3% over 2018. The science baseline will be set in 2019. 50% or more of students taking AP exams are expected to pass them and receive college credit.	What data will be collected to measure student achievement? CAASPP data, benchmark exams, rubrics and student projects and performance videos.
What process will you use to monitor and evaluate the data? Teachers will collaborate approximately 3 times per month in order to discuss data, rubrics and projects with the aim of improving student achievement. In these collaborative meetings they will reflect on student data, performances, and projects and, when necessary, modify rubrics, lessons, etc. in order 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.
2.1 Continue to disaggregate data and plan accordingly, including interventions for students, at our collaboration meetings. (Teachers meet to analyze student work, to analyze common formative assessment data and other data in order to identify individual student needs, improve instruction and to plan interventions, including scaffolding and various school supports).	
2.2 Overall increase in collaboration time. We now have 20 days of 90 minutes of collaboration on Wednesdays built into the schedule.	
2.3 Substitute teachers will be used to provide additional collaboration time beyond Wednesday collaboration days.	
2.4 District curriculum specialist and a Solution Tree collaboration specialist will help PLC teams to become more effective in raising student achievement.	
2.5 Professional development for teachers (include project based learning, curriculum integration, arts education, AP development, quality instruction, professional communities, and illuminate).	
2.6 Review, create and refine assessments and assessment methods for the fine and performing arts. Tie to CCSS (when applicable), to portfolios, to culminating projects, and to Career (professional) Pathways Program.	

The Single Plan for Student Achievement - Annual Review

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5/24/19

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.
2.7 Objectives will be clearly stated and posted for each class. Unit maps for ELA and math will be made available on the school's web site.	

GOAL #3

A plan will continue to be implemented that will allow for the addition or improvement in facilities so that more elective and academic classes can be added to the master schedule.

What data did you use to form this goal (findings from data analysis)? Parent, staff, student surveys, and WASC team findings.	What did the analysis of the data reveal that led you to this goal? There is a need for a theater so that we can improve, expand, and better fund our arts programs. There is a need for a physical education facility (dance, martial arts, etc.). We currently rent from another organization and crossing the highway to get to this facility can be dangerous. We also need more classrooms in order to provide the teachers with a workshop. Added classrooms would allow us to expand our academic and arts programs. We are currently on the district bond, hopefully it will pass in November, for a performing arts center to be built for MCAA.
Who are the focus students and what is the expected growth? All 7th - 12th grade students. We plan to add another modular classroom to the campus in the fall of 2018 and in several years have a new theater or renovate the old Marysville theater. We may benefit from a district bond, which would give us a performing arts building, if passed.	What data will be collected to measure student achievement? CCSS exam, Benchmarks
What process will you use to monitor and evaluate the data? Lobby the district for improved and additional facilities. Lobby the district to submit a bond that would provide funding for a theater. Submit grant applications in order to obtain facilities or improvements in facilities.	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 Save funds each year in order to add a staff workshop and an intervention room.	
3.2 Save for future replacement of chromebooks, carts, computers, desktop computers, and MAC computers.	
3.3 Continue to offer additional elective and academic classes and class sections added to the master schedule (AP Art, AP Calculus, Dance, etc.)	
3.4 Continue to lobby the district for and pursue funding for a new performing arts theater or renovations to the Marysville Auditorium, improvements to the MHS South Auditorium, and a new performing arts building (bond)	

GOAL #4

Increased focus of resources on students needing extra help - both struggling (low achieving) and students in Honors and AP classes.

What data did you use to form this goal (findings from data analysis)? Parent, staff, and student surveys, and WASC findings	What did the analysis of the data reveal that led you to this goal? Academic contract failure rate at 33% or higher. Math at standard or higher rate is too low compared to other subjects. A-G completion rate of seniors was 50% in 2016, the 2017 it was 71%, and in the 2018 A-G completion rate was 68%.
Who are the focus students and what is the expected growth? Students receiving F's and/or less than a 2.0 GPA, foster youth, students on IEP's, 504's, SST's, EL students, and socio-economically disadvantaged students. The successful academic contract completion rate in the spring of 2018 was 44%. We should improve this by at least 6% or more by spring 2019.	What data will be collected to measure student achievement? CCSS exam, grade reports, academic contract completion, A-G completion rate.
What process will you use to monitor and evaluate the data? We will collaborate on a regular basis, look at above data, discuss students, and adjust as needed.	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 Identify at-risk learners early each semester and provide interventions for them.	
4.3 Students can articulate what they are learning and set goals to meet the learning target.	
4.4 Maintain school to home communication. Form an ELAC Committee when enrollment mandates it and utilize the committee to improve parent communication.	
4.5 The PLC teams will utilize four 30 minute ninth block classes per week in order to reinforce and extend learning for all students including those in Honors and AP classes.	
4.6 Provide adult mentors for struggling students and all foster students.	
4.7 Continue to provide multiple field trips to universities and performing arts schools and maintain or increase the number of college representative visits to MCAA.	
4.8 Teachers use a variety of instructional strategies to teach academic vocabulary in all content areas (including a common math and science language).	
4.9 Develop and implement a plan to improve student self-evaluation of academic and school-wide goal achievement.	

GOAL #5

Increased focus of resources on students needing extra help - both struggling (low achieving) and students in Honors and AP classes.

What data did you use to form this goal (findings from data analysis)? CST science, CAASPP scores, semester grades	What did the analysis of the data reveal that led you to this goal? 40 point lower API for socio-economically disadvantaged students. Math proficiency rates are low compared to other subjects. Academic contract failure rate at 40% or higher. A-G requirements completion rate of seniors was in 2017 was ???.
Who are the focus students and what is the expected growth? Students receiving F's and/or less than a 2.0 GPA, foster youth, students on IEP's, 504's, or SST's, EL students, and socio-economically disadvantaged students. Maintain 5% or fewer students on contract each semester. This spring semester(2016) there were 18 students on contract out of a total of 380 students or 5%.	What data will be collected to measure student achievement? CCSS, grade reports, academic contract completion, A-G completion rate.
What process will you use to monitor and evaluate the data? We will collaborate on a regular basis, look at above data, discuss students, and adjust as needed.	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 Identify at-risk learners early each semester and provide interventions for them.	
5.2 Provide a math intervention, during 9th block, for students needing extra help in math at least once per month. This will be one-on-one or one-on-two tutoring help from other students.	
5.3 Students can articulate what they are learning and set goals to meet the learning target.	
5.4 Maintain school to home communication. Form an ELAC Committee when enrollment mandates it and utilize the committee to improve parent communication.	
5.5 The PLC teams will utilize the ninth block classes in order to reinforce and extend learning for all students including those in Honors and AP classes.	
5.6 Provide adult mentors for struggling students and all foster students.	
5.7 Continue to provide multiple field trips to universities and performing arts schools and maintain or increase the number of college representative visits to MCAA.	
5.8 Teachers use a variety of instructional strategies to teach academic vocabulary in all content areas (including a common math and science language)	
5.9 Develop and implement a plan to improve student self-evaluation of academic and school-wide student goal achievement.	
5.10 Teachers use a variety of instructional strategies to teach academic vocabulary in all content areas (including common math and science language).	

GOAL #6

By June 2017, library and media services for students and teachers will be improved, as measured by the addition of resources.

What data did you use to form this goal (findings from data analysis)? WASC findings	What did the analysis of the data reveal that led you to this goal? Media services and resources were identified as a need by the WASC committee. This is needed so that they can be more easily integrated and articulated with the curriculum/instruction, academic standards, and expected schoolwide learning results.
Who are the focus students and what is the expected growth? All students. There should be a plan, in place, to add more facilities to the campus.	What data will be collected to measure student achievement? CST, CAASPP exam, Benchmark
What process will you use to monitor and evaluate the data? Library and media services will be added. The effectiveness of these services will be determined by teacher and student feedback.	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 Continue to pursue a plan to add a teacher workroom/intervention room	
6.2 Continue to purchase additional classroom instructional technology, i. e. computers, document readers, smartboards.	
6.3 Continue to utilize Questia online library.	

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Annual Program Evaluation - 2018-19

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 05/14/2019.

Principal's Signature:



SSC Chair Signature:



GOAL #1

SOUTH LINDHURST

Provide learning opportunities and support to students that result in increased academic achievement and ensure quality classroom instruction for all students. Creating and maintaining a school environment that is physically, socially, and emotionally safe will support staff and students in achieving academic goals.

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, attendance data 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. Students who are struggling must be caught early and provided immediate intervention.
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. Expected Growth: students will earn 20 or more credits per quarter, increase their GPA, and graduate.	What data will be collected to measure student achievement? 11th Grade CAASPP Data, transcript data, formative and summative assessments, survey data, attendance data, graduation 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.
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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 Staff (Secondary Student Support Specialist): Title 1: To support academic achievement and goal actualization of at risk students, Student Support Specialist will provide direct academic support within classrooms of greatest need as determined by the administrator and PLC team. Students who need academic intervention will be identified and provided direct support by the Secondary Student Support Specialist (push in / pull out model) in CORE academic content areas. Other duties may include: Meeting with students for low level counseling services and refer more severe counseling needs to the guidance counselor. Providing low level social/emotional intervention to improve academic focus. Communicating with parents about progress and supports at home. Update school website with news, supports, and resources to benefit students and families.	The addition of the Secondary Student Support Specialist position provided multiple layers of intervention that we did not have in past years. Survey results from students, parents, and staff ranked this as one of the greatest impacts on student achievement and intervention. This position provide the following intervention to students: Push-in intervention within the classroom during normal instruction Flexible Pull-out intervention for re-teach (small group or 1 on 1) Built in intervention & study hall as an actual class period to receive additional help, complete missing assignments, tutoring and intervention Drop –in class periods for support as needed This position became fluid and flexible based on the needs of our students. The built in PLC time with staff and Google team drive were utilized to discuss struggling learners, identify interventions and adjust the schedule of students to build in intervention. Towards the end of the school year the morning session (periods 1-4) were turned into assigned Study Hall class periods. Ms. Gardner provided 1 on 1 support to FAST TRACK seniors to support them to graduation. This has been a tremendous asset. Graduates have stated that it was extremely beneficial and student surveys indicate that the built in Study Hall class periods need to be a part of next year's program. Academically, this position noticeably increased students grades, credits, and comprehension of material. This position also supported SLHS in the following ways: **** E.L.: Last year SLHS reclassified 0 students, this year we reclassified 5 students out of English Language Learner status. Most of our E.L. students are level 3 and 4 (moderately developed & well developed). This is a great opportunity to capture more EL learners next school year to exit them out. **** CAASPP: In charge of all make-up state testing for 11th graders. This test covered the Science, Math, and ELA (CAT & Performance Task test). **** Taught a Life Skills workshop on Early Release Days in quarter 2 and 3. This allowed Ms. Gardner to meet students in a different light and build relationships with our students. **** This position also allowed students to have another resource on campus to receive social/emotional supports for low level needs. High level needs were referred to the school counselor. **IT IS HIGHLY RECOMMENDED BY ALL STAFF AND STUDENTS THAT THIS POSITION BE FUNDED FOR NEXT SCHOOL YEAR 2019-20.
1.2 Technology: Replace old and non-functioning desktop computers within the school computer lab. The lab is the hub for the online PLATO program that provides flexibility to work at home and school. The online program has an extended course library to meet all requirements on the MJUSD transcript. In addition, it provides additional supports and resources for students to type papers, research for other classes and take online assessments.	10 desktop computers were purchased to replenish old towers within the PLATO computer lab. The PLATO computer lab serves at least 75% of the student population each quarter in the areas of: • Fine Arts • Vocational • Electives • Science • Math • Economics • History • P.E. • Health

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.
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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 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 due to lack of funding. Secondary Student Support Specialist position was able to cover some of areas of needed listed.

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.
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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 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.	Communication has improved greatly this school year as we have become more strategic and direct in our approach. We are utilizing multiple forms of communication to reach students, parents and staff. The results and data support that it is working in most cases. Parental involvement continues to be the weak point and struggle despite seeing improvement in that area this school year. Survey results: 100% parents answered "all the time" when asked if the school communicated about events & activities. 100% students answered "yes" when asked if the school does a good job of communicating and making you aware of opportunities. Staff surveys stated that they prefer communication in this order: - PLC meetings, email, written information in mailbox, Google Team Drive The following forms of communication were used this year for all stakeholders: - Remind App (text messaging) to inform students and parents of events and opportunities. - School Messenger to inform students and parents through phone calls and emails. - Google Counseling Classrooms for 11th & 12th graders. Each classroom is updated frequently with important workshops, events, opportunities, scholarships, and deadlines that apply to their grade level. - Student surveys are also uploaded into their Google classroom platform. - Google Team Drive for staff. This platform allows staff to update and house important documents that can viewable by each team member. It also provides for an electronic documentation center for all of our data, unit plans, intervention, etc. - Monthly Newsletters for students, parents and district staff to stay current with news about the school. Copies are provided to students, staff, and district office. - Daily announcements about daily and weekly opportunities and events. - TV screen in the office communicates past events, pictures, information and upcoming events for all office guests to view. - School website communicates information about our school, contact information, uniform complaint procedures, parental involvement policy, survey links for feedback about our program, and anonymous hotline for confidential reporting. - Student, Parent, and staff surveys are provided to ensure quality control and that all stakeholders have a voice. - Needs Assessment is provided to students each semester so we can better understand student needs and tailor or supports and services to meet our current population of students. - Progress reports sent home every 6 weeks and updated transcripts. - Mandatory Senior parent meeting to discuss expectations, deadlines, opportunities, financial aid workshops, and senior graduation requirements. Meeting is held before the first day of school before students receive their Fall schedule. - Financial Aid workshop for parents and students. This workshop increased from 11 to 34 student families completed. - Site Council & ELAC Parent meetings meet quarterly at 3pm after school to discuss school budget, school atmosphere/culture/events, and seek stakeholder input. - Lunch with the Principal quarterly to discuss SLHS and what students want. This is open to any student on campus. Next Steps: We will continue to refine our current communication options. We have found that when we make it mandatory or built into the school day or program we have a higher level of success.

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Annual Program Evaluation - 2018-19

School: Marysville Community Day

Principal: David A. Gray

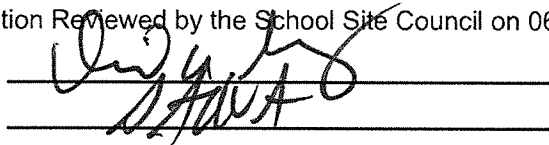
School Site Council Certification

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: _____

The image shows two handwritten signatures in black ink. The first signature, for the Principal, is written over a horizontal line and appears to be 'David A. Gray'. The second signature, for the SSC Chair, is written over another horizontal line and is more stylized, possibly reading 'J. A. Gray'.

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). Yearly monitored. No exit program other than move to comprehensive site.

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.	Technology needs were identified and successful in helping our students close the achievement gap as evident by data collected.
1.2	Purchase supplemental materials and supplies to enhance learning through measures	Accomplished.
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.	Staff met with Maria Nielsen and did site-based professional development. Additionally, staff attended the Love and Logic conference.

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 reasons 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).

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 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.	Curriculum is being used in the Leadership class. It is an elective which is used by all students.
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.	Parent participation is still needed but major efforts for involvement are being made. All of the mentioned items, newsletters and handbooks are distributed.

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).

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. Inclusion of stakeholders in all decisions.	This was done and a slight increase in parent involvement was seen as we had a parent volunteer for the first time.

GOAL #4

No 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

No 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

No 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	