



Gerber Union Elementary School

23014 Chard Ave.
Gerber, CA 96035-9708

Plan Period: 6/21/2017 - 6/30/2018

Contact:
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EXECUTIVE SUMMARY

About This School

An Executive Summary of the school containing the Mission Statement, summary of school site demographics and unique characteristics as well as highlights of the school site's unique academic characteristics and accomplishments.

Areas of Analysis

This section provides a summary of key indicators of student achievement including an analysis of student performance data, instructional programs, curriculum, and staff development.

Analyze Student Performance

Analyze Educational Practices

Analyze Instructional Programs

Education Improvement Goals

School goals are based upon an analysis and synthesis of verifiable state data, local measures of student achievement, and the effectiveness of current instructional programs, curriculum, and staff development.

Increase Student Achievement

Increase student achievement

English Learners

Increase Student and Parent Engagement

Maintain a positive school culture

Maintain & Upgrade Facilities

Facilities

Plan Budget

Committees

Approvals and Assurances



ABOUT THIS SCHOOL

The mission of Gerber Elementary School is to team with families to create a college-oriented culture where students are safe, respected, and empowered to contribute in a global community. Our vision statement is "Inspiring students to work hard and dream big".

It is our belief that knowledge is power and that our students will have greater opportunities in life if they attend college or have a post-secondary education. Our number one priority is to prepare our students for their future. We cement our daily work in college and career readiness. During the 2012-2013 school year we began transitioning to the Common Core standards and Smarter Balanced assessments. We also became part of, and embraced, the No Excuses University (NEU) network that is built around six systems that lead to student success. The six systems are: creating a culture of universal achievement, collaboration, standards alignment, assessment, data management, and interventions. We continue our commitment to building on the six systems of NEU while portraying powerful college symbolism on our campus. Here are some of the ways we have created a school culture that engages students to think about their future and set goals: each classroom has adopted a university to represent and some have partnered with mentors from their university; we learn college vocabulary terms and visit local colleges; university flags hang proudly in our classrooms and hallways; some teachers have painted the outside of their doors with their college logo; finally, staff and student's wear NEU shirts on Mondays, college shirts on Wednesdays and school colors on Fridays to show our Gerber NEU Pride.

The school uses a variety of methods to evaluate the effectiveness of its overall program each year. All segments of the school community participate in the evaluation process and results are communicated to all stakeholders of the school community in a variety of ways beyond the School Accountability Report Card and student report cards.

Gerber Union Elementary School serves approximately 415 students in grades TK-8. A state funded Pre-School is located on campus which feeds into the Gerber School population.

Gerber School District is characterized as a rural unincorporated area of approximately 70 square miles in the center of Tehama County. Gerber is one of 14 school districts within the county and feeds into the Red Bluff High School District.

The number of limited or non-English speaking students at Gerber School has grown at a faster pace than the general population. During the 2016-2017 school year approximately 90% of the student body qualified for free or reduced priced lunches.



AREAS OF ANALYSIS

Analyze Student Performance

Student Performance

Conclusions from Student Performance Data Analysis

1) According to schoolwide CAASPP data, the overall percentage of students making growth towards attaining proficiency in reading increased by 1%. This met the identified growth target of 1% or better. Our overall math proficiency rate held steady at 14%. This did not meet the district growth target of 1% or better.

Local data: iReady was tried during the 2016-2017 school year. Teachers, support staff, and administration reviewed data and compared results and content to Aimsweb and the updated Renaissance STAR 360. After careful review and collaboration, the team decided to use Aimsweb as our local benchmark/progress monitoring assessment. Baseline data will be gathered during the 2016-2017 school year. The district also intends to use STAR 360 for local benchmark assessment data.

2) EL students made growth towards attaining English language proficiency as measured by state indicators. The California School Dashboard identified our English learner progress increased by 3.9% and places the district in the green category for this equity group.

English learners (EL) will make growth towards attaining English language proficiency as measured by state assessments in order to move towards state-defined expectations for proficiency in English Language Development (ELD).

English learners reclassification rate:

2016-2017

2015-2016 39 students

2014-2015 21 students

2013-2014 21 students

2012-2013 17 students



Conclusions from Parent, Teacher and Student Input

It is the conclusion from School Site Council (SSC), parent/teacher advisory committee, that our district is making progress towards implementing the common core state standards at all grade levels. In 2016-2017, we began aligning our local benchmark assessments to common core and are anticipating that our local progress monitoring assessments will align more accurately to the state assessment (CAASPP). Our local benchmark data indicate that students are making growth towards proficiency in ELA/ELD and Math.

We continue to believe that our number one priority needs to be full implementation of the common core state standards, preparing our students for the CAASPP, and exposing all students to STEAM and NGSS. We believe in educating the whole child and strongly advocate for building students' social and emotional well being. We believe in supporting all learners through our Multi-Tiered System of Supports (MTSS) which include Response to Intervention (RTI) and English Language Development (ELD) models of instruction and intervention. We have very low parental involvement at Gerber School. We have made it a priority to focus on increasing parental involvement. We believe that if we increase parental involvement, student achievement will rise. Our new goals will focus on increasing student achievement, student/parent engagement, maintaining a positive school culture, and maintaining/upgrading facilities.

The new plan designates resources that will support professional development for staff, new common core curriculum and technology for students, as well as increased instructional minutes and support resources. Extended learning opportunities will allow more targeted support for our English learners, socioeconomically disadvantaged, and our students with disabilities. Our referrals to special education, counseling, and mental health services have risen over the years. Our resources have been limited due to financial constraints. The new plan allocates more resources to support students' social and emotional needs by providing more psychology/counseling time, supporting an engaging school culture, and offering parent outreach opportunities.



Analyze Educational Practices

Educational Practices

Alignment of curriculum, instruction and materials to content and performance standards

To increase student achievement in ELA and Math the district will implement the common core state standards and monitor student growth through our local benchmark and progress monitoring assessments as well as utilize online resources that prepare students for the CAASPP and other state related assessments. 100% of teachers and administrators will receive professional development on new curriculum adoptions and common core. The CCSS will be implemented in each classroom by the classroom teacher. The district will purchase technology and hire a technology teacher to support implementation of the CCSS TK-8 and CAASPP 3-8. The district may seek assistance from Tehama County Department of Education and participate in structured collaboration opportunities with colleagues and other staff members from around the county.

All teachers use state and board adopted California textbooks and materials across all subject areas. The California Common Core State Standards serve as the basis for our curriculum. The standards are posted online and can be found at www.cde.ca.gov.

Typically, English-Language Arts instruction is taught for at least 2 hours per day. The District employs additional staff to work with targeted at risk students including English learners, students with disabilities, and socioeconomically disadvantaged students in grades TK-8. Schedules have been modified to reflect push-in and pull-out services from the RTI staff, Resource teacher, ELD teacher, and instructional aides. Staff base all decisions on locally measured benchmark and progress monitoring data.

Gerber School provides a program of assessment and instruction for students determined to be eligible for special programs and for whom Individualized Education Programs (IEPs) or 504 Plans have been developed.

- * When appropriate, students with mild to moderate disabilities participate in the district-adopted standards-based curriculum and assessments with accommodations and/or modifications as specified on their IEP or 504 Plan.

- * Gerber Elementary School does not have a program that accommodates students with moderate to severe disabilities. Students that reside in the Gerber Elementary School District of residency and have moderate to severe disabilities typically enroll in a program through the Tehama County Department of Education.

General education students may be included in small group instruction with students who have IEPs provided that all identified students with IEPs are appropriately served.

When general education students are included in small groups with special education students, the mixed instruction may include:

- * Core or intervention curriculum
- * Instruction that will supplement specific learning needs



Availability of standards-based instructional materials appropriate to all student groups

English Language Arts (ELA)/English Language Development(ELD):

The Gerber Elementary School District has adopted the Common Core State Standards (CCSS) for English Language Arts.

The district purchased new state adopted ELA/ELD materials for grades TK-5 during the 2016-2017 school year. The district piloted three ELA/ELD programs for grades 6-8 during the 2016-2017 school year. The 6-8 grade team decided on Amplify for our 6-8 adoption and we will fully implement during the 2017-2018 school year.

English Language Development (ELD):

ELD is embedded within the new ELA/ELD materials. ELD instruction is provided in the classroom by certificated teachers, and supplemented by a certificated ELD teacher and other support personnel.

Math:

The Gerber School District has adopted the CCSS for math grades TK-8. The district has adopted Early Learning Math (ELM) for kindergarten, My Math by MacMillan/McGraw-Hill for students in grades 1-5, and California Math for grades 6-8. Math is supplemented by Accelerated Math, Reflex Math, Math Facts and other various software programs.

History/Social Science:

The district will integrate history across the content areas with a strong focus on common core. The district has adopted Scott Foresman for all students in grades K-3, Harcourt Brace for grades 4-5 and Holt, Rinehart & Winston for grades 6-8.

Science:

The District currently has adopted MacMillan/McGraw-Hill for grades K-6 and CPO for grades 7-8. To prepare students for the rigorous CCSS, CAASPP, and 21st Century Learning, the district will be incorporating NGSS and STEM into the curriculum. The district hired a full time technology teacher to support teachers and students.

Visual and Performing Arts:

Currently, the district supports graphic and other media arts as integrated elements of our core curriculum. In 2006-2007 Gerber purchased the Arts Attack arts program. Examples of student artwork are displayed throughout the school year in their respective classrooms, hallways, library, and cafeteria. The artwork can also be viewed during Open House. Gerber School owns a kiln and students have the opportunity to acquire ceramic skills.

Physical Education:

The P.E. program emphasizes age-appropriate motor skill improvement and physical activities as major goals for all students. Various curricular materials are used by individual teachers, including S'cool Moves, a motor-skill developmental program for grades K-6. In 2007 the school built a new track to enhance the physical education programs. In 2009 the school replaced both kindergarten and elementary play structures including the addition of PAR equipment.

All physical education classes are conducted in the coeducational, inclusive manner prescribed by law. All students have equal access to all physical education courses. All students receive physical education instruction for a minimum of 200 minutes each 10 school days exclusive of recesses and the lunch period. (Title IX, 106.33,106.34; 5CCR 4930, 4931, 4940; EC 51210 (g), EC 51222, EC51223)

The district offers various sports program opportunities for students that qualify in grades 6-8. Sports offered at Gerber School are volleyball, soccer, basketball, and softball.

The Royal King Dance production came to Gerber School during the 2015-2016 year. This is a two week physically intense dance program that has a strong focus on discipline and promotes student engagement. As funding permits, we will continue to bring Royal King to Gerber for two weeks every year.

**Alignment of staff development to standards, assessed student performance and professional needs**

Professional development is based on school needs and student achievement. The primary focus of professional development will be continued training to implement the Common Core State Standards (CCSS), MTSS, PBIS, NGSS, increase parent/student engagement, and school culture. Professional development also includes strengthening subject-matter expertise, classroom management, and positive student behavior modifications.

All teachers are encouraged to take advantage of professional development opportunities at the district, county, and regional levels. Opportunities for collaborative conversations are provided at staff meetings for teachers to share what they have learned from their professional development. Collaboration meetings are held regularly to support communication and planning. New teachers have the opportunity to participate in a beginning teacher induction program.

For professional development opportunities, the district will seek assistance from Tehama County Department of Education when appropriate. Key focus areas include common core, MTSS, PBIS, technology, trauma, social/emotional needs, ELA/ELD, NGSS, 21st century learning, and formative assessment.

Services provided by the regular program to enable under-performing students to meet standard

Gerber School has a Multi-Tiered System of Supports (MTSS) that incorporates academic and behavior interventions. Within the MTSS system, students are tested using local benchmark assessments and ranked into one of three Tiers of intervention. If students rank at the Tier 1 level it is assumed that the student is either meeting proficiency levels in the tested subject area or on-track to meet proficiency levels by the end of the year. If students rank at the Tier 2 level it is assumed that they are slightly behind grade level proficiency standards in the identified subject area. These students are typically supported by differentiated instruction within the classroom setting. If students rank at the Tier 3 level it is assumed that the student is significantly below grade level proficiency standards in the identified subject area. Students that score in Tier 3 will generally receive extra support through the Learning Center. Students with an IEP or 504 plan are considered Tier 3 in the MTSS model and receive targeted instruction at their identified level either through extra support in the classroom (push-in), time in the resource room (pull-out), through blended services with Tier 1-3 students, or in the Learning Center. The Resource Teacher (RSP) works collaboratively with classroom teachers and support staff to ensure students with IEP and 504 plans are receiving appropriate services and making adequate growth. MTSS is a blended model of support that consists of classroom teachers and support staff working together to provide services and interventions to all students. The support staff includes: Intervention and Behavior Intervention Coordinators; RSP, ELD & RTI teachers; and instructional assistants. The district has many intervention programs to help support all students. Intervention programs include but are not limited to: Susan Barton, SIPPS, Reading Mastery, Insides, Lexia, Accelerated Math, Reflex Math, Math Facts, Imagine Learning, and various other software programs and curriculum. Students are grouped for interventions based on individual needs. Student grouping is flexible, individualized, and supplements students' needs based on on-going assessment data. Students with an IEP or a 504 plan have equal access to the state adopted curriculum provided for all students and programs supplement the regular instructional program in the least restrictive environment (LRE).

Services provided by categorical funds to enable under-performing students to meet standards

Multi-Tiered System of Supports (MTSS)
Intervention and Behavior Intervention Coordinators
RTI teacher
RSP teacher
ELD teacher
Psychologist
Counselor
Technology teacher
Instructional assistants
Grant funded: .8 counseling services (2016-2017)



Use of the state and local assessments to modify instruction and improve student achievement

State Assessments: CAASPP, CELDT, Physical Fitness Test

Local Assessments: Aimsweb, Renaissance STAR 360; primary grade level benchmark assessments which include but are not limited to: letter and sound recognition, sight words, BPST, comprehension, fluency, vocabulary; other local assessments include but are not limited to: SIPPS; Reading Mastery; Insides, and classroom grades.

Students receive progress monitoring assessments ranging from once per week to monthly depending on which MTSS Tier they are performing in. Teachers use an assortment of assessments, but specific progress monitoring and benchmark assessments are administered through Aimsweb and STAR 360. Teachers meet regularly throughout the school year to evaluate assessment results, identify student growth or weakness, and plan interventions.

Number and percentage of teachers in academic areas experiencing low student performance

100% of the teachers have low performing students in the their class. It is the goal of Gerber School to create classes that are balanced both academically and behaviorally.

Family, school, district and community resources available to assist these students

Resources available to low performing students are: A Multi-Tiered System of Supports (MTSS), highly qualified classroom teachers, Student Success Teams (SST), Resource Specialist, Title I resources, media center, counselor, psychologist, speech therapist, SERRF, State Preschool, outreach opportunities with First 5, Nurturing Heart parenting classes, county and mental health services.

School, district and community barriers to improvements in student achievement

Characteristics of the Gerber Union Elementary School that contribute to low student performance include:

Student demographics. Gerber is a school-wide Title I school where approximately 88% of students are socioeconomically disadvantaged, 70% of students are Hispanic/Latino and approximately 50% of our Hispanic/Latino population are English learners. Many parents/guardians lack the language and skills necessary to help their child with schoolwork.

Gerber School is located in a rural setting several miles away from any urban setting and beyond walking or safe biking distance from school. Many families have only one vehicle and the working parent needs the vehicle for work.

Limitations of the current program to enable under performing student to meet standards

The district needs more time to implement the CCSS and prepare students for the CAASPP. The district will continue to implement the CCSS and take measures towards preparing students for the CAASPP.



Analyze Instructional Programs

Instructional Programs

Conclusions from Analysis of Instructional Programs

Data from state and local assessments was reviewed by the SSC committee. It is clear that Gerber School has a high percentage of students that are at-risk, English Learners (EL), and have high social and emotional needs. We believe that we have many programs in place to support at-risk and EL students such as a MTSS and targeted ELD. We recommend that the district continue to fund staff to support MTSS and ELD and build our MTSS system with more quality intervention materials and assessments that align to the CCSS. We believe that resources should be allocated that support common core implementation across subject matter and grade levels; such as, professional development for staff, new curriculum for students, as well as increased support services for academic and social/emotional needs. These efforts target improvements to our Universal Instruction (Tier 1 & 2) as well as efforts to improve our targeted intervention and special education services (Tier 3). We strongly believe in teaching to the whole child, therefore, we recommend that the district continue to support students' social/emotional and mental health needs by hiring a full-time psychologist, maintaining a positive discipline approach, and supporting efforts to increase student and parent engagement and school connectedness.



SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT

Increase Student Achievement

Increase student achievement

To prepare students for college and careers and to increase student achievement in ELA/ELD and Math the district will implement the common core state standards and monitor student growth through our local benchmark and progress monitoring assessments. 100% of teachers and administrators will receive professional development on new curriculum adoptions and common core. This will improve student achievement because the staff will be more skilled and prepared to deliver the content. The CCSS will be implemented in each classroom by the classroom teacher. The district will continue to purchase technology and hire a technology teacher to support implementation of the CCSS TK-8. The district purchased chromebooks for each student in grades 3-8 grade and will expand our 1-to-1 devices to second grade during the 2017-2018 school year. The district may seek assistance from Tehama County Department of Education on professional development opportunities related but not limited to MTSS, common core, ELD, technology, CAASPP, NGSS, PBIS and formative assessments.

Students will make growth towards meeting proficiency targets in ELA/ELD and math. Differentiated instruction will be provided in the classroom to meet the needs of all learners. The district will provide more targeted interventions in a Learning Center model to students who are seriously at-risk and/or performing in the Tier 3 range according to our local accountability measures and state assessments. Support staff will be allocated to assist in the MTSS model of support.

English Learners

To increase English language proficiency for our second language learners the district will implement the common core ELD/ELA state standards. The district will hire an ELD teacher and a .6 EL Support Provider and incorporate EL support through MTSS. The district may seek assistance from Tehama County Department of Education for professional development opportunities in building our general education teachers' capacity to develop lessons that reflect the integrated ELD concept and our ELD teacher's capacity to develop lessons that reflect the designated ELD concept (ELD trainings by Tehama County Department of Education curriculum consultants and Kate Kinsella's training). The district will purchase new ELA/ELD curriculum to engage students and increase the quality of language development instruction provided to English Learners. These programs provide targeted support for our at risk and EL students. Student progress will be monitored through local benchmark and progress monitoring assessments as well as state reports such as the CELDT. The ELD program will be modified to fit individual student needs. Our ELD teacher will act as the district's ELD coordinator and will oversee the ELD program. The EL Support Provider will work in conjunction with the ELD teacher and other support staff to provide interventions to EL students. In addition, the EL Support Provider will work directly with administration. Administration will analyze program needs yearly and report state results to SSC and post links on the website.

Increase Student and Parent Engagement

Maintain a positive school culture

GUESD will maintain a safe, positive school culture that supports student and parent engagement and provides student and parent support academically, socially and emotionally. Build a Positive Behavior Intervention System (PBIS) that includes Nurtured Heart and that teaches anti-bullying strategies and resiliency awareness. Use character building Rusty May (anti-bullying message) daily for all students TK-8.



Maintain & Upgrade Facilities

Facilities



PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

Increase Student Achievement

Goal: Increase student achievement

ISSUE STATEMENT

Increase the percentage of students performing at grade level in reading and math. The district will implement common core and use a Multi-Tiered System of Supports (MTSS) which includes English Language Development (ELD) to differentiate instruction and provide interventions for at-risk students.

GOAL OBJECTIVE

To prepare students for college and careers and to increase student achievement in ELA/ELD and Math the district will implement the common core state standards and monitor student growth through our local benchmark and progress monitoring assessments. 100% of teachers and administrators will receive professional development on new curriculum adoptions and common core. This will improve student achievement because the staff will be more skilled and prepared to deliver the content. The CCSS will be implemented in each classroom by the classroom teacher. The district will continue to purchase technology and hire a technology teacher to support implementation of the CCSS TK-8. The district purchased chromebooks for each student in grades 3-8 grade and will expand our 1-to-1 devices to second grade during the 2017-2018 school year. The district may seek assistance from Tehama County Department of Education on professional development opportunities related but not limited to MTSS, common core, ELD, technology, CAASPP, NGSS, PBIS and formative assessments.

Students will make growth towards meeting proficiency targets in ELA/ELD and math. Differentiated instruction will be provided in the classroom to meet the needs of all learners. The district will provide more targeted interventions in a Learning Center model to students who are seriously at-risk and/or performing in the Tier 3 range according to our local accountability measures and state assessments. Support staff will be allocated to assist in the MTSS model of support.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students will be expected to meet proficiency targets or make growth towards meeting proficiency targets.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

The percentage of students attaining proficiency in ELA/ELD and math will increase by at least 1% as measured by the CAASPP and other local benchmark assessments.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

The district will use state and local accountability measures to evaluate our progress toward meeting our growth target of 1% per year. Teachers will evaluate benchmark and progress monitoring assessments and have collaborative conversations during staff meetings to determine if students are making adequate progress. Modifications to interventions shall be determined by the teachers and other support staff.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

State and local benchmark and progress monitoring assessments.



Goal: English Learners

ISSUE STATEMENT

The Gerber Elementary School District has a high percentage of students that are Hispanic and English learners (EL). To accommodate the unique needs of our EL subgroup, the district provides many resources for support as they learn a second language parallel to the rigorous common core state standards. English Language Development (ELD) is embedded throughout the core curriculum and is also supplemented for some at-risk students that are identified as needing extra support.

GOAL OBJECTIVE

To increase English language proficiency for our second language learners the district will implement the common core ELD/ELA state standards. The district will hire an ELD teacher and a .6 EL Support Provider and incorporate EL support through MTSS. The district may seek assistance from Tehama County Department of Education for professional development opportunities in building our general education teachers' capacity to develop lessons that reflect the integrated ELD concept and our ELD teacher's capacity to develop lessons that reflect the designated ELD concept (ELD trainings by Tehama County Department of Education curriculum consultants and Kate Kinsella's training). The district will purchase new ELA/ELD curriculum to engage students and increase the quality of language development instruction provided to English Learners. These programs provide targeted support for our at risk and EL students. Student progress will be monitored through local benchmark and progress monitoring assessments as well as state reports such as the CELDT. The ELD program will be modified to fit individual student needs. Our ELD teacher will act as the district's ELD coordinator and will oversee the ELD program. The EL Support Provider will work in conjunction with the ELD teacher and other support staff to provide interventions to EL students. In addition, the EL Support Provider will work directly with administration. Administration will analyze program needs yearly and report state results to SSC and post links on the website.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

English learners

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

The percentage of English learners (EL) attaining growth in language proficiency, as measured by the CELDT, will increase by one level each year between kindergarten and sixth grade, in order to move toward state-defined expectations for proficiency in English Language Development (ELD).

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Teachers, ELD teacher, administration and resource staff determine progress by analyzing state and local data. Teachers and support staff have collaborative conversations regarding the data to determine appropriate instructional decisions.

Data includes but is not limited to:

- a. CELDT scores
- b. State assessments
- c. Local benchmark assessments

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

1. CELDT scores
2. State assessment results
3. Local benchmark assessment results
4. Other local assessment results



Increase Student and Parent Engagement

Goal: Maintain a positive school culture

ISSUE STATEMENT

The Gerber Elementary School District believes in teaching the whole child not just the mind of a child. We believe that supporting students' social and emotional development will foster a sense of pride and self worth, which will result in higher academic achievement. We believe that school culture plays a key factor to student engagement and that the school culture should reflect our mission and inspire student learning and future goal setting. To improve school culture and increase student achievement, Gerber School is a proud member of the No Excuses University network. GUESD will also implement PBIS during the 2017-2018 school year.

GOAL OBJECTIVE

GUESD will maintain a safe, positive school culture that supports student and parent engagement and provides student and parent support academically, socially and emotionally. Build a Positive Behavior Intervention System (PBIS) that includes Nurtured Heart and that teaches anti-bullying strategies and resiliency awareness. Use character building Rusty May (anti-bullying message) daily for all students TK-8.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All staff and students.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

Increased student engagement and better attendance rates. Less discipline referrals. More students will receive services to support their social and emotional needs. Increased staff awareness on how to meet the social and emotional needs of students.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Administrators, advisory committees, and the board will review surveys and make recommendations based on results. Administration will review discipline and attendance rates regularly.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Healthy Kids Survey
Parent Survey
Discipline and attendance rates



Maintain & Upgrade Facilities

Goal: Facilities

**CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL**

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under 'Other') may be allocated to the school in accordance with district policy.

Federal Funding Sources	Amount
Title I	\$165,733.00
Title II	\$25,692.00
Title III	\$17,740.00
Title VI	\$13,687.00

**SCHOOL SITE COUNCIL MEMBERS**

Name	Represents	Contact Info	Reviewed Plan Date
Melanie Nolan	Teacher	385-1041	5/30/2017
Jenny Marr	Administration/ELAC rep	530-385-1041	5/30/2017
Cort Mitchell	Teacher	385-1041	5/30/2017
Judy Grana	Paraprofessional	385-1041	5/30/2017
Ana Pina	Parent	385-1041	5/30/2017
Christina Tatro	Parent	385-1514	5/30/2017
Julie Matlock	Parent	736-3494	5/30/2017
Leern McKenna	Parent	385-1041	5/30/2017
Todd Bateman	Teacher	385-1041	5/30/2017



ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

	Approval Date
Assurances	
The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.	5/30/2017
The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.	5/30/2017
The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.	5/30/2017
This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.	5/30/2017
The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:	
English Language Advisory Committee	5/30/2017
Parent Club	5/30/2017

Approval

The school plan was adopted by the council on:	5/30/2017
Public Notice Due Date:	
District Governing Board Review Due Date:	6/19/2017
School Site Plan Approved:	5/30/2017
Attested by School Principal:	5/30/2017
Attested by School Site Council Chairperson:	5/30/2017

Attested:

Jenny Marr		
Typed Name of School Principal	Signature of School Principal	Date
Melanie Nolan		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date