Koinonia Community School
MID-CYCLE PROGRESS REPORT

5980 Webb Street
Loomis, CA 95650

Placer County Office of Education

February 6-7, 2017

Accrediting Commission for Schools
Western Association of Schools and Colleges
Superintendent of Schools

Gayle Garbolino-Mojica

Student Services
360 Nevada Street
Auburn, CA 95603
## Board of Education

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<td>Susan Goto</td>
<td>Area No. 1 Term Expires: 2020</td>
<td>President</td>
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<td>Kelli Gnile</td>
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<td>Lynn M. Oliver</td>
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<td>E. Ken Tokutomi</td>
<td>Area No. 4 Term Expires: 2018</td>
<td>Member</td>
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I: Student/Community Profile Data

Include the following:

- An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school’s vision, mission, and learner outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.

- An updated summary of data with implications, identified critical learner needs, and important questions for staff discussion.

Note: Use the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports. (See Task 1 of the “Focus on Learning” manual.)

Placer County Office of Education Mission Statement

The Placer County Office of Education is an educational leader and a valuable and respected resource in fiscal practices, educational programs, and student services.

The office provides successful educational programs designed to educate a wide variety of students with diverse needs, birth through adult.

The office monitors the fiscal health of districts and provides support services to insure availability and appropriate use of resources to students served by school districts.

The office offers its technical and professional expertise to partnering agencies.

The office collaborates with school districts, governmental agencies, and community based organizations to increase student achievement and to enhance the development of youth in our county.

Placer County Student Services Mission Statement

The Student Services Department will increase student achievement through meaningful and rigorous instruction for all students.

Koinonia Family Services Mission Statement

Our mission is to provide the highest quality treatment foster care, adoption and family service programs available for children, youth, and their families whose special needs can be met through services delivered, supervised and supported by professional agency staff.
School-Wide Learning Objectives:

1. Engagement

Students shall exhibit appropriate behavior, responsible self-control and social skills while working successfully with others and resolving conflicts through effective communication.

2. Learning

Students shall attain proficiency levels in mathematics and literacy skills to communicate effectively in reading, writing and speaking.

3. Transition

Students shall acquire the ability to set goals and explore careers; to become informed, productive citizens and successful lifelong learners beyond graduation.

Court and Community School Profile

The Juvenile Court and Community Schools (JCCS) are established through the cooperative efforts of the Placer County Office of Education (PCOE), local school districts, the Placer County Probation Department and the Placer County Special Multi-Agency Administration and Resource Team (SMART). Students served by the JCCS programs have been court-ordered by family court or through the probation department, expelled from a local school district, referred by the probation department, referred by the Placer County School Attendance Review Board (SARB), or voluntarily placed by parent agreement. Students often transition back and forth between the court and the community schools, though at any given time the total population consists of 95% Community School students and 5% Court School students. The JCCS program serves students enrolled in the Honour Schaps School located in the Placer County Juvenile Detention Facility, the Tahoe Truckee Community School in Truckee, and the Koinonia Community School in Loomis.

Koinonia Community School Profile

Koinonia Community School is located in the town of Loomis (population approximately 7,000), which describes itself as a quaint, family-oriented, suburban community located along Interstate 80, 25 miles east of Sacramento, in Placer County. Loomis is close to diverse recreational opportunities; the town is only ten minutes from Folsom Lake and a little over an hour away from either Lake Tahoe or the San Francisco Bay Area. The estimated median household income is $78,000.

The school opened in 1999 at its current location in downtown Loomis. The building was previously a church, but thanks to extensive remodeling, the classroom is bright, cheery, and conducive to learning.

Of the 24 currently enrolled students, there are presently one 8th grader, two 9th graders, three 10th graders, seven 11th graders, and eleven 12th graders. There are 13 males and 11 females
currently enrolled, and our enrollment is 29.17% White; 62.50% Hispanic; 4.17% Asian; and 4.17% American Indian/Alaskan Native. While most students are English-only, there are currently four English Learners and four Redesignated English Proficient. At this time, five students (16%) receive Special Education services.

Students are placed in the Koinonia Group Homes by court-order for substance abuse. Many of our students have a history of familial substance abuse which contributes to excessive dropout rates, chronic absenteeism and homelessness. Additionally, most of the incoming students demonstrate academic skills that are below grade level. Through collaborative efforts with the Placer County Children’s System of Care, including the Probation Department, Youth and Family Services, Foster Youth Services, and local volunteer organizations, we offer our students Wraparound Services on and off site.

Koinonia Family Services was founded in 1982 and is a state-licensed, non-profit, public service organization. During its 30+ year history, Koinonia's caring and compassionate staff and families have helped thousands of needy children begin a new life. Its headquarters are located in Loomis, California. Koinonia's growth has expanded across California and Nevada. With 32 offices in 22 cities agency wide, we are able to provide services to numerous counties.

Our mission is to provide the highest quality treatment foster care, adoption and family service programs available for children, youth and their families whose special needs can be met through services delivered, supervised and supported by professional agency staff.

A division of Koinonia Family Services, Koinonia Homes for Teens works with adolescent foster youth who are considered the "deep end" of the foster care system. The population served by the Koinonia Homes for Teens are, by far, the highest-risk population in the nation. These young men and women range in age from 13 to 18 years old. Most of our youth come through the Juvenile Justice System for focused, adolescent, residential treatment. The teen substance abuser is also at risk for early physical injury or death, gang affiliation, victimization, early trauma, psychological, social and educational deficits, and the suffering of emotional bankruptcy lacking all hope and purpose.

Koinonia’s approach of treating the whole person, from residence to treatment to education to living skills, takes a young person that has not had the best life instruction and prepares them for transition to adulthood. Koinonia Homes for Teens has become a premier treatment program that is accessed by counties from across the state. Program collaborators include the United Way, Placer County, Women in Philanthropy, The Soroptimists, Pride Industries, Bank of America, Department of Education and the State Department of Rehabilitation, the Biletnikoff Foundation, and the Change a Life Foundation. We were selected to be one of only four in Northern California to facilitate United Way’s Individual Development Account program. The IDA program includes incentives for the young people; bank accounts, financial literacy instruction and a savings match as they transition from foster care. We have brokered over one hundred and forty thousand dollars directly into the hands of transitioning foster youth since being selected for the IDA program in 2010.
Student Data

**LCAP GOAL 1 - ELA:** All students will receive the most effective initial instruction in an optimal learning environment. This includes specific learning objectives, modeling, differentiated learning, opportunities for practice and integrated assessments.

**Quantitative:** Through the use of Character Based Literacy and the Expository Reading and Writing Curriculum, Koinonia Students’ MAP scores have risen in overall performance in content areas of Literature, Informational Text, Grammar Usage, Editing Mechanics, and Vocabulary Acquisition and Use.

From Fall 2015 to Fall 2016, four out of nine or 44% of students who took a pre and post MAP assessment showed one year or more of growth in reading. Six out of nine or 67% of students had one year or more growth in the area of language usage.

Because of the transient student population at Koinonia, CAASPP results will not be used nor will cohort data. It is not possible to collect and analyze cohort data as the same students are not attending Koinonia year after year. Additionally, MAP indicates a “year’s” worth of growth” (as defined by mean normative values) varies across kids of differing initial achievement, and across kids of different ages. Growth in achievement, just like growth in height, is not constant across all kids.”

**Qualitative:** Koinonia staff has utilized the adopted English Language Arts (ELA) core curriculum including Expository Reading Writing Curriculum (ERWC) and Character Based Literacy support material. In addition to this, a new ELA curriculum, California Connection by Houghton Mifflin Harcourt, was adopted during the 2016-2017 school year and is currently being utilized.

Koinonia teachers attend monthly PLC meetings and multiple professional development opportunities. During these meetings, staff engage in curriculum planning centered on data results from Measures of Academic Progress (MAP) testing and other formative/summative assessments. Koinonia teaching staff determine areas of individualized student differentiation using the weekly and monthly data collected through formative assessments and Individual Learning Plan (ILP) conferences. As a result, long term academic goals preparing the student for annual summative assessments are put into place and monitored regularly.

Students have acquired the skills necessary to take web-based assessments that are adaptive in nature. The MAP assessment measures Reading, Language Usage, and Math. The assessment collects data related to the amount of time it takes for students to complete each individual test. This information allows the teacher to determine if scores are valid and allows the teachers to respond accordingly. For example, if the student took the reading assessment too rapidly and did
not take time to think through the content, the teacher has an opportunity to meet with the student and encourage them to retake the test with a more persevering attitude. Student conferences following formative assessments allow the students to participate in the planning of academic and career goals developed specifically for their needs. Students are able to demonstrate an understanding that their assessment results guide instruction.

**LCAP GOAL 2 - Mathematics:** All students will receive the most effective initial instruction in an optimal learning environment. This includes specific learning objectives, modeling, differentiated learning, opportunities for practice and integrated assessments.

**Quantitative:** From Fall 2015 to Fall 2016, seven out of eight students or 88%, had one year or more growth in math.

Because of the transient student population at Koinonia, CAASPP results will not be used nor will cohort data. It is not possible to collect and analyze cohort data as the same students are not attending Koinonia year after year. Additionally, MAP indicates a “year’s worth of growth” (as defined by mean normative values) varies across kids of differing initial achievement, and across kids of different ages. Growth in achievement, just like growth in height, is not constant across all kids.

**Qualitative:** The Koinonia lead teacher has fully implemented the College Preparatory Mathematics (CPM) Integrated I course. All students are expected to participate regardless of mathematical deficiencies. Students get assistance with one on one support through individual and small group intervention and access to general math courses through Cyber High. This allows for the students to concentrate on mathematical deficits without foregoing needed whole group instruction.

PLC collaboration is critical for CPM implementation and data analysis that will drive pre and post assessment design. The teacher attends PLC’s at a neighboring public high school and with other PCOE teachers. During these PLC’s, strategies and conversations center on student mathematical needs and expected outcomes. This rich environment allows the teacher to engage in content conversations producing continuity with implementation, instruction, and student assessment producing measurable data among like populations as well as individual students.

Teaching the adopted math curriculum has presented some unique challenges and this may be reflected in student test scores. The transition from students learning math concepts in isolation, with little to no collaboration in problem solving, to an application model of group work with teacher functioning as facilitator is ongoing.
GOAL 3: To offer a C-STEM class so that students can acquire knowledge and skills in problem solving, teamwork, and innovation as well as explore C-STEM careers.

The Koinonia teacher and colleague attended the summer 2014, 2015, and 2016 Computer Science, Technology, Engineering & Mathematics (C-STEM) Institute. Instruction focused on the understanding and implementation of scientifically integrated concepts in math and computer programming through units of student application and outcome. The Yolo County Office of Education and University of California Davis grant funded program required hands-on teacher learning with application programs downloaded into teacher and student laptops. This program directly communicates high level integrated concepts to students through whole group instruction, hands on learning, and problem solving. Every student participates with his or her own laptop as the lessons develop. The idea is an innovative approach to direct assimilation and immediate transference of computer programming skills while mastering science and mathematical concepts necessary to produce a final robotic product.

Placer County Office of Education purchased multiple robotic kits for student experimentation and full implementation of the acquired mathematical and scientific programming skills necessary to demonstrate expected mastery in core content area of the Common Core State Standards.

The teacher is to report out a second time to the UC Davis instructional group at the end of January 2017, describing the elements of success and areas of improvement in this newly implemented course of study. One area of conversation will be career exploration as the students have expressed a tremendous enthusiasm for participation in the computer programming unit.

II: Significant Changes and Developments

- Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.
- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

Koinonia continues to utilize College Preparatory Mathematics (CPM) as its adopted math curriculum. NWEA Measures of Academic Progress (MAP) is used to regularly assess progress in reading, language usage and math. Koinonia also continues to provide coursework related to Programming and Robotics.

While the previous math curriculum emphasized direct instruction, CPM encourages students to make sense of mathematics through frequent work in study teams. When solving complex problems, students benefit by working interdependently in these teams: sharing information,
insights, and expertise; providing clarification to each other; analyzing; building on each other’s ideas; and productively critiquing each other’s work. By working in teams, students can access higher-level, more sophisticated problems. Furthermore, many tasks are simply more interesting when done within a team, leading to more persistence and therefore more success. The teacher structures and directs the teams by clarifying instructions and offering guidance. In addition, the teacher gives targeted lectures or conducts whole-class discussions as appropriate. Throughout this year, greater emphasis will be placed upon the eight Common Core State Standards for Mathematical Practice. Students will apply the practices in their study teams.

Placer County Office of Education, in partnership with the Yolo County Office of Education and the UC Davis Center for Integrated Computing and STEM Education (C-STEM), is part of a grant to offer computer programming and robotics instruction to all students. The new Computer Programming and Robotics course provides students with the fundamental knowledge of computer programming for solving applied problems. The topics include programming constructs, data types and declaration of variables, expressions and operators, selection statements, repetition, flowcharts for algorithm development, functions for modular programming, linear regression and curve fitting, processing data files, animation, robotics applications, and applications in math and science. The emphasis of the course is to introduce the students to software development concepts. This course also focuses on algorithm development and computer programming for solving applied problems in C-STEM, such as solving problems in Algebra and robotics. Considerable attention is devoted to program design, task decomposition, testing, debugging, and software reuse. This course also introduces students to the working principles and foundational knowledge of robotics. Students learn to control a single robot and multiple robots by graphical user interface, pose teaching, and computer programs in C/C++. Students write robotics programs to perform various tasks based on the sensory information of robots. Through problem-based projects, students develop critical thinking, problem solving, computational thinking, effective communication, and teamwork skills.

III: Ongoing School Improvement

- Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the schoolwide action plan.
- Describe the process used to prepare the progress report.

Early in the 2014-2015 school year, the Placer County Office of Education Student Services Department developed a WASC committee to oversee the successful implementation of the School-Wide Action Plan. The committee consists of personnel from PCOE and Koinonia, including the general education teacher, the special education teacher, the instructional coach, the Assessment and Accountability Coordinator, the Executive Director of Students Services and the
Administrator of Koinonia Family Services. The committee meets monthly to discuss progress on the School-Wide Action Plan, to ensure interagency collaboration and to plan next steps. The committee has divided responsibilities related to the implementation of the action plan and the reporting of progress in preparation for WASC visits.

The mid-cycle progress report will be jointly completed by WASC committee members. Members agreed to give written input in different report areas. Committee members are encouraged to review each area and make edits/additions as needed. In addition to the monthly WASC committee meetings, which include stakeholder input, all items in the action plan are also part of PCOE’s Local Control Accountability Plan (LCAP). During the LCAP process, all stakeholders, including PCOE staff, students, parents and community advisory members are asked for input and to advise PCOE in the development and revision of the LCAP. Stakeholder input is sought through a variety of means including written surveys, meetings held for all stakeholder groups and public hearings to gather feedback on the draft plan and later to approve the LCAP prior to submission to the California Department of Education.

The mid-cycle progress report will be presented to the Superintendent and the Placer County Board of Education during the January 2017 board meeting. During the meeting, the Executive Director of Student Services will present progress on the Action Plan and other information related to the mid-cycle progress report and the pending WASC visit in February of 2017.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

- Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.
- If any critical areas for follow-up were not included in the school’s action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.

Note: The school’s schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.

1. Data driven decision making is limited and inconsistent.

School-Wide Action Plan: Goal 1 - Task 2 and Goal 2 – Task 1

Progress: Weekly PLC meetings are focused on the evaluation of common formative assessments and trimester MAP benchmark scores in order to better inform instruction. Teachers have attended professional development related to the analysis of MAP reports in order to better interpret student data and understand individualized student academic needs.
2. Revisit the mission, vision and SLOs so that they are aligned with JCCS, KFS and PCOE.
   Progress: The PCOE Student Services Department has developed a mission statement that is
   aligned with the broader PCOE Mission Statement and is fully supported by the Koinonia Mission
   Statement and the School-Wide Learning Objectives.

3. The unique nature and size of the school limits the availability of diverse electives.
   School-Wide Action Plan: Goal 3 – Task 1
   Progress: Cyber High continues to be implemented more fully to enable students to participate in
   a broad course of study, including access to A-G courses. In addition to this, a vocational course
   with content in the areas of programming, robotics and mathematics will continue to be provided
   to students.

4. Both teachers and students would benefit from tying academic standards to the
   curriculum and instruction.
   School-Wide Action Plan: Goal 1 – Task 1 & 2, Goal 2 – Task 1, Goal 3 – Task 1
   Progress: Teachers attend PLCs and staff training that includes lesson writing aligned to the CCSS.
   All adopted and supplemental curriculum is aligned to CCSS and teachers have been through a
   series of academic and implementation trainings from spring 2014-present. Lessons are standards
   based with the outcome of student application in mind. Formative and summative assessments
   administered regularly provide data driven feedback on student achievement relating to CCSS
   alignment and student preparation for graduation and entering the workforce.

5. Continue teacher training related to the Common Core State Standards.
   School-wide Action Plan: Goal 1 – Task 1 & 2, Goal 2 – Task 1, Goal 3 – Task 1
   Progress: Professional development related to the Common Core State Standards continues to be
   a priority. Teachers are attending a year long, cohort training on Universal Design for Learning
   and Accessible Curriculum for All to make the Common Core standards accessible for all students.
   Teachers are also receiving training in C-STEM through UC Davis. Teachers are working with
   instructional coaches to better understand and implement the Common Core State Standards in
   their classrooms.

6. Consistent Collaboration with district personnel.
   School-Wide Action Plan: Goal 1 – Task 2, Goal 2 – Task 1, Goal 3 – Task 2
   Progress: In addition to district PLC meetings, the WASC committee is meeting on a monthly
   basis to collaborate, review progress and revise the School-Wide Action Plan as needed.

7. The use of standardized assessments is dictated by the County; but, there is no evidence
   that assessments are used to influence curriculum or teaching strategies.
School-Wide Action Plan: Goal 1 – Task 2 and Goal 2 – Task 1
Progress: Koinonia continues to utilize NWEA Measures of Academic Progress as their standardized assessment tool. NWEA MAP is an adaptive, web-based assessment that prepares students for the statewide assessments as well as gives staff valuable information regarding student learning needs. The MAP assessments are administered three times per academic year. Professional development related to interpreting the assessment results to guide instruction is ongoing.

8. Informal assessments are used to determine accommodations for individuals or to drive differentiation; but the use of these assessments is not well documented.

School-Wide Action Plan: Goal 1 – Task 2 and Goal 2 – Task 1
Progress: Common formative assessments are being utilized to gather information regarding student progress and learning needs in the areas of Mathematics and English Language Arts. Evidence of these assessments is collected and discussed at subject specific PLC meetings in order to better inform instruction.

V: Schoolwide Action Plan Refinements

- Comment on the refinements made to the single schoolwide action plan since the last self-study visit to reflect schoolwide progress and/or newly identified issues.
- Include a copy of the school’s latest updated schoolwide action plan.

Due to the utilization of our assessment tool, NWEA MAP, additional professional development will be provided related to reading and interpreting reports in order to fully understand student academic levels and better inform instruction.

In order to effectively monitor the implementation of the School-Wide Action Plan, PCOE developed a WASC committee composed of PCOE staff and a lead representative from Koinonia Family Services. The committee meets monthly to ensure School-Wide Action Plan implementation, discuss progress related to academic achievement and troubleshoot any barriers to moving forward with the School-Wide Action Plan. During monthly committee meetings, the School-Wide Action Plan is reviewed and progress and next steps are discussed.

The School-Wide Action Plan contains key components of the plans that have been developed by PCOE. In addition to the School-Wide Action Plan, PCOE has implemented the Single Plan for Student Achievement which is supported by the School Site Council and the Local Control Accountability Plan that focuses on PCOE Court and Community School with an emphasis on increasing the achievement of Foster Youth, Low Income Students and English Learners.
Goal 1: LCAP GOAL 1 - ELA: All students will receive the most effective initial instruction in an optimal learning environment. This includes specific learning objectives, modeling, differentiated learning, opportunities for practice and integrated assessments.
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<th>Tasks</th>
<th>Responsible Persons</th>
<th>Implementation Steps</th>
<th>Timeline</th>
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<tr>
<td><strong>Task #1:</strong> Transition current English Language Arts and Mathematics curriculum to curriculum that is aligned with the Common Core State Standards</td>
<td>Susan Connolly, Tom McCormick</td>
<td>Ensure that all English Language Arts and Mathematics courses offered are aligned with the Common Core State Standards. Provide and participate in the appropriate professional development related to the adopted curriculum.</td>
<td>2014-2017</td>
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<td>Christina Smith, Ashley Serin, Jennifer Turner, Tom McCormick</td>
<td>Participate in weekly Professional Learning Communities and monthly Curriculum and Instruction meetings to collaborate with other schools and districts regarding the implementation of the Common Core State Standards.</td>
<td>2014-ongoing</td>
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<td><strong>Task #2:</strong> Continue to use professional development and PLC’s to improve best instructional practices and optimize instruction</td>
<td>Ashley Serin, Christina Smith, Tom McCormick</td>
<td>Provide professional development related to utilizing new data collection tools and resources in order to assess student learning and inform instruction.</td>
<td>2014-ongoing</td>
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Utilize the California Connections Curriculum and Character Based Literacy program to ensure student learning, related to proficient reading and writing, with Expository Reading and Writing Curriculum used as a supplemental curriculum.  

Goal 2: LCAP GOAL 1 - Mathematics: All students will receive the most effective initial instruction in an optimal learning environment. This includes specific learning objectives, modeling, differentiated learning, opportunities for practice and integrated assessments.
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<th>Task #1:</th>
<th>Participate in Professional Learning Communities in order to develop and implement best practices related to teaching Common Core Integrated Mathematics</th>
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<tr>
<td></td>
<td>Ashley Serin Tom McCormick</td>
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<td>Adopt and implement the College Preparatory curriculum. Provide and participate in the appropriate professional development related to the newly adopted curriculum.</td>
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<td>2014-ongoing</td>
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<td>Susan Connolly Ashley Serin Tom McCormick</td>
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<td>Participate in weekly Professional Learning Communities and monthly Curriculum and Instruction meetings to collaborate with other schools and districts regarding the implementation of the newly adopted Common Core mathematics curriculum.</td>
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<td>2014-ongoing</td>
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<td>Math PLC Group</td>
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<td>Evaluate common math assessments in order to inform instruction using MAP testing (NWEA).</td>
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<td>2014-ongoing</td>
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**Goal 3:** Offer a Computer, Science, Technology, Engineering and Mathematics (C-STEM) class so that students can acquire knowledge and skills in
problem solving, teamwork, and innovation as well as explore C-STEM careers.

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<th>Timeline</th>
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<td>Task #1: Successfully implement the C-STEM program</td>
<td>Susan Connolly, Tom McCormick</td>
<td>Participate in the C-STEM professional development training provided in conjunction with UC Davis and Yolo County Office of Education.</td>
<td>2014-2017</td>
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<td>Susan Connolly, Tom McCormick</td>
<td>Ensure the classroom meets all C-STEM curriculum and technology requirements.</td>
<td>2014-ongoing</td>
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