The Single Plan for Student Achievement

for

John Reed Elementary School

49-73882-6051676
CDS Code:

Date of this revision: Novemeber 4, 2013

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Susan Lopez
Position:	Principal
Telephone Number:	(707) 792-4845
Address:	390 Arlen Drive
	Rohnert Park, CA 94928
E-mail Address:	susan_lopez@crpusd.org

The District Governing Board approved this revision of the School Plan November4, 2013.

Part One: Analysis of Verifiable State Data, including the API, AYP, and the California English Language Development Test

The purpose of this section is to gather data about your school right now. You then use that information to determine goals and actions. You can include a school profile which gives background about your school and provides context for the plan.

<u>**The School Profile**</u>
School Profile
School Description
John Reed Elementary School is the oldest school in the Cotati-Rohnert Park Unified School District. The school has served both as a junior high and elementary school. John Reed is in the Cotati-Rohnert Park Unified School District, which has almost 7,000 students, six elementary schools, one middle school, one alternative middle school, one comprehensive high school, one alternative high school, one small necessary high school, and one technology high school. The district has declining enrollment from 1999 to the present, due to increasing high costs of living in the area, and lack of new housing in the community. Rohnert Park is located 45 miles north of San Francisco. Sonoma State University is located nearby.

This year, John Reed has fifteen classes, grades kindergarten through 2nd grade. John Reed has a .5 Title I Reading Specialist, a Resource Specialist teacher, , and instructional assistants for English language learners and special needs students. John Reed is a Title I school, with 78.6%of the population qualifying for free and reduced lunch. John Reed has the highest population of English Language Learners within the school district; the majority of these students are Latino. The school is multi-ethnic, with a make-up of 62% Latino, 3% Asian, 4% African American, 29% Caucasian, and 4% other.

The John Reed staff is dedicated to improving student learning and increasing academic achievement. Many programs are offered for students, both to improve academic achievement and promote social responsibility. Intervention programs include Reading Specialist groups, Walk to Read, a Learning Center that serves all students who need intervention, and homework help as part of the After School Education and Safety Program (ASES). This program is the result of the school's partnership with the YMCA. John Reed School has two very active parent support groups: Parent Teacher Association (PTA) and English Language Learners Advisory Council (ELAC). These groups collaborate and hold many activities for students and parents, including family fun nights, an annual Halloween event, and a Quermese, a Latino cultural celebration.

Data Collection and Analysis

Review your student achievement data, and other sources of information regarding current conditions. ***This step is IMPORTANT!*** Review data with key stakeholders including teachers, Leadership Team, Site Council, ELAC, etc. Your goals and actions should be based on an analysis of student achievement data.

For the plan, **provide charts of student achievement** provided by Key Data Systems and Illuminate from the CST, CELDT, CAHSEE (as appropriate).

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	300	292	205	72	56	44	8	7	2	7	7	6
Growth API	755	759	767	759	831	826						
Base API	756	755	759	767	759	831						
Target	5	5	5	5	5							
Growth	-1	4	8	-8	72							
Met Target	No	No	Yes	No	Yes							

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	197	207	138	191	189	126	245	243	177	56	49	32
Growth API	750	743	740	743	745	745	735	747	754	642	618	594
Base API	751	750	743	743	743	746	734	735	747	682	642	619
Target	5	5	5	5	5	5	5	5	5			
Growth	-1	-7	-3	0	2	-1	1	12	7			
Met Target	No	No	No	No	No	No	No	Yes	Yes			

Data Collection and Analysis (Continued)

Table 2 - Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	179	195	173
Percent with Prior Year Data	100.0%	99.5%	100.0%
Number in Cohort	179	194	173
Number Met	99	115	80
Percent Met	55.3%	59.3%	46.2%
NCLB Target	54.6	56.0	57.5
Met Target	**Yes**	**Yes**	**No**

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	209	28	201	43	273	0
Number Met	44	--	42	17	37	--
Percent Met	21.1%	--	20.9%	39.5%	13.6%	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	**Yes**	*****	**Yes**	**No**	**No**	*****

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No

Data Collection and Analysis (Continued)

Table 3 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	905	900	867
Percent with Prior Year Data	99.9	99.2	100.0
Number in Cohort	904	893	867
Number Met	549	561	491
Percent Met	60.7	62.8	56.6
NCLB Target	54.6	56.0	57.5
Met Target	**Yes**	**Yes**	**No**

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	681	399	684	395	724	384
Number Met	157	225	169	213	162	191
Percent Met	23.1	56.4	24.7	53.9	22.4	49.7
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	**No**	**No**	**No**

Data Collection and Analysis (Continued)

Table 4: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	99	100	100	100	100	100	100	100	100
Number At or Above Proficient	138	118	81	35	36	23	--	--		--	--	
Percent At or Above Proficient	46.2	40.4	39.5	49.3	64.3	52.3	--	--	--	--	--	--
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	No	No	No	Yes	Yes	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	99	100	100
Number At or Above Proficient	88	71	48	81	64	42	101	88	65	16	12	8
Percent At or Above Proficient	44.7	34.3	34.8	42.4	33.9	33.3	41.4	36.2	36.7	29.1	24.5	25.0
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	No	No	No	No	No	No	No	No	No	--	--	--

Data Collection and Analysis (Continued)

Table 5: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	146	153	126	36	37	34	--	--		--	--	
Percent At or Above Proficient	48.7	52.4	61.5	50.0	66.1	77.3	--	--	--	--	--	--
AYP Target: ES/MS	**68.5**	**79.0**	**89.5**	**68.5**	**79.0**	**89.5**	**68.5**	**79.0**	**89.5**	**68.5**	**79.0**	**89.5**
AYP Target: HS	**66.1**	**77.4**	**88.7**	**66.1**	**77.4**	**88.7**	**66.1**	**77.4**	**88.7**	**66.1**	**77.4**	**88.7**
Met AYP Criteria	No	Yes	Yes	Yes	Yes	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	95	101	77	93	93	71	106	121	104	20	18	13
Percent At or Above Proficient	48.2	48.8	55.8	48.7	49.2	56.3	43.3	49.8	58.8	35.7	36.7	40.6
AYP Target: ES/MS	**68.5**	**79.0**	**89.5**	**68.5**	**79.0**	**89.5**	**68.5**	**79.0**	**89.5**	**68.5**	**79.0**	**89.5**
AYP Target: HS	**66.1**	**77.4**	**88.7**	**66.1**	**77.4**	**88.7**	**66.1**	**77.4**	**88.7**	**66.1**	**77.4**	**88.7**
Met AYP Criteria	No	No	No	No	No	No	No	Yes	Yes	--	--	--

Data Collection and Analysis (Continued)

Table 6: California English Language Development (CELDT Annual Assessment) Data

Grade	2012-13 CELDT (Annual Assessment) Results										Number Tested
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		
	#	%	#	%	#	%	#	%	#	%	#
1	2	4	10	22	23	50	8	17	3	7	46
2			4	11	21	57	9	24	3	8	37
3	1	3	14	36	15	38	6	15	3	8	39
4	1	3	10	34	13	45	4	14	1	3	29
5			9	38	12	50	3	13			24
6	1	5	8	40	7	35	4	20			20
Total	5	3	55	28	91	47	34	17	10	5	195

School and Student Performance Data

Table 7: California English Language Development (CELDT All Assessment) Data

Grade	2012-13 CELDT (All Assessment) Results											Number Tested
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning			
	#	%	#	%	#	%	#	%	#	%		#
K			1	3	11	28	15	38	12	31		39
1	2	4	12	23	25	48	8	15	5	10		52
2			4	10	21	54	9	23	5	13		39
3	1	2	15	35	17	40	7	16	3	7		43
4	2	6	11	33	14	42	4	12	2	6		33
5	1	4	9	36	12	48	3	12				25
6	2	10	8	38	7	33	4	19				21
Total	8	3	60	24	107	42	50	20	27	11		252

Data Collection and Analysis (Continued)

Plans must include analysis of school progress on the AYP and AMAOs for Title III.
You can include other district/school assessment data.
You can include student attendance and discipline data
You can include a summary of your Healthy Kids Survey

Provide a brief, written analysis based on the data you provided.
You can provide a brief summary of **strengths** and **gaps in performance in ELA and math for the school as a whole and for any significant trends identified for grade levels or subgroups.** This can be based on discussion with stakeholders regarding data analysis.
This is the first year of the reconfiguration of John Reed Elementary with a k-2 student body. The focus on instruction is early literacy using DIBELS and benchmark data to drive our Walk to Read groupings. The benchmark data is also used for math intervention and instruction. There will be safety net meetings for struggling students every 6 weeks to review data and plan next steps.

Include a brief summary analysis statement.
This statement summarizes the conclusions reached about student performance.
The parent survey will be distributed in March.

California Standards Test

All Students
English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 2	39	30	51	32	37	27	12	20	11	16	13	11
Grade 3	33	32	27	33	44	48	25	19	15	9	5	10
Grade 4	57	61		33	28		5	11		5	0	
Grade 5	39	56		35	31		13	12		13	2	
Grade 6	63	41		30	49		5	8		2	3	
Grade 10												
Grade 11												

All Students
Mathematics

Grade Level	Performance Data by Grade Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 2	30	36	53	27	35	23	37	23	18	5	7	6
Grade 3	51	56	69	20	24	21	27	18	10	2	2	0
Grade 4	59	69		24	22		16	9		2	0	
Grade 5	38	37		36	42		21	15		4	6	
Grade 6	71	70		18	20		9	10		2	0	

Grade Level	Performance Data by Grade Level General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13

Grade Level	Performance Data by Grade Level Algebra I											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 10												
Grade 11												

Grade Level	Performance Data by Grade Level Geometry											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 10												
Grade 11												

Grade Level	Performance Data by Grade Level Algebra II											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 10												
Grade 11												

Grade Level	Performance Data by Grade Level Summative High School Mathematics (Grades 9-11)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 10												
Grade 11												

California Standards Test

African American Students
English-Language Arts

<table>
<tr>
<td rowspan="3">Grade
Level</td>
<td colspan="6">Performance Data by Grade Level
English-Language Arts</td>
</tr>
<tr>
<td colspan="3">% At or Above Proficient</td>
<td colspan="3">Mean Scale Score</td>
</tr>
<tr>
<td>2010-11</td>
<td>2011-12</td>
<td>2012-13</td>
<td>2010-11</td>
<td>2011-12</td>
<td>2012-13</td>
</tr>
<tr>
<td>Grade 2</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Grade 3</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Grade 4</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Grade 5</td>
<td>*</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 6</td>
<td>*</td>
<td>*</td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Grade 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</table>

African American Students
Mathematics

<table>
<tr>
<td rowspan="3">Grade
Level</td>
<td colspan="6">Performance Data by Grade Level
Mathematics</td>
</tr>
<tr>
<td colspan="3">% At or Above Proficient</td>
<td colspan="3">Mean Scale Score</td>
</tr>
<tr>
<td>2010-11</td>
<td>2011-12</td>
<td>2012-13</td>
<td>2010-11</td>
<td>2011-12</td>
<td>2012-13</td>
</tr>
<tr>
<td>Grade 2</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Grade 3</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Grade 4</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Grade 5</td>
<td>*</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 6</td>
<td>*</td>
<td>*</td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
</table>

<table>
<tr>
<td rowspan="3">Grade
Level</td>
<td colspan="6">Performance Data by Grade Level
General Mathematics (Grades 6 & 7 Standards)</td>
</tr>
<tr>
<td colspan="3">% At or Above Proficient</td>
<td colspan="3">Mean Scale Score</td>
</tr>
<tr>
<td>2010-11</td>
<td>2011-12</td>
<td>2012-13</td>
<td>2010-11</td>
<td>2011-12</td>
<td>2012-13</td>
</tr>
</table>

Grade Level	Performance Data by Grade Level Algebra I					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 10						
Grade 11						

Grade Level	Performance Data by Grade Level Geometry					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 10						
Grade 11						

Grade Level	Performance Data by Grade Level Algebra II					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 10						
Grade 11						

Grade Level	Performance Data by Grade Level Summative High School Mathematics (Grades 9-11)					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 10						
Grade 11						

California Standards Test

Asian Students
English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 2	*		*	*		*
Grade 3	*	*	*	*	*	*
Grade 4		*			*	
Grade 5	*			*		
Grade 6		*			*	
Grade 10						
Grade 11						

Asian Students
Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 2	*		*	*		*
Grade 3	*	*	*	*	*	*
Grade 4		*			*	
Grade 5	*			*		
Grade 6	*	*		*	*	

Grade Level	Performance Data by Grade Level General Mathematics (Grades 6 & 7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13

Grade Level	Performance Data by Grade Level Algebra I					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 10						
Grade 11						

Grade Level	Performance Data by Grade Level Geometry					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 10						
Grade 11						

Grade Level	Performance Data by Grade Level Algebra II					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 10						
Grade 11						

Grade Level	Performance Data by Grade Level Summative High School Mathematics (Grades 9-11)					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 10						
Grade 11						

California Standards Test

Hispanic/Latino Students
English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 2	37	18	46	330.9	312.0	337.7
Grade 3	30	30	21	323.5	326.1	321.2
Grade 4	60	56		357.9	358.6	
Grade 5	32	55		330.7	350.8	
Grade 6	69	29		361.1	337.9	
Grade 10						
Grade 11						

Hispanic/Latino Students
Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 2	29	30	45	311.1	321.9	343.0
Grade 3	38	55	65	351.8	354.3	384.7
Grade 4	63	70		360.1	377.6	
Grade 5	36	36		334.3	344.7	
Grade 6	79	64		392.4	366.9	

Grade Level	Performance Data by Grade Level General Mathematics (Grades 6 & 7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13

Grade Level	Performance Data by Grade Level Algebra I					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 10						
Grade 11						

Grade Level	Performance Data by Grade Level Geometry					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 10						
Grade 11						

Grade Level	Performance Data by Grade Level Algebra II					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 10						
Grade 11						

Grade Level	Performance Data by Grade Level Summative High School Mathematics (Grades 9-11)					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 10						
Grade 11						

California Standards Test

White Students
English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 2	43	76	67	327.0	366.8	379.3
Grade 3	*	33	48	*	338.0	358.0
Grade 4	45	*		357.3	*	
Grade 5	*	*		*	*	
Grade 6	56	*		362.1	*	
Grade 10						
Grade 11						

White Students
Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 2	38	65	83	321.0	372.4	386.3
Grade 3	*	62	84	*	391.2	435.2
Grade 4	36	64		341.1	384.5	
Grade 5	45	*		345.8	*	
Grade 6	59	*		372.6	*	

Grade Level	Performance Data by Grade Level General Mathematics (Grades 6 & 7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13

Grade Level	Performance Data by Grade Level Algebra I					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 10						
Grade 11						

Grade Level	Performance Data by Grade Level Geometry					
	% At or Above Proficient			Mean Scale Score		
	2011-12	2012-13	2012-13	2011-12	2012-13	2012-13
Grade 10						
Grade 11						

Grade Level	Performance Data by Grade Level Algebra II					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 10						
Grade 11						

Grade Level	Performance Data by Grade Level Summative High School Mathematics (Grades 9-11)					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 10						
Grade 11						

California Standards Test

English Learner Students
English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 2	39	19	46	333.0	312.5	338.9
Grade 3	21	26	16	307.7	324.6	316.9
Grade 4	49	33		342.8	333.5	
Grade 5	5	18		298.0	315.2	
Grade 6	36	18		337.5	322.9	
Grade 10						
Grade 11						

English Learner Students
Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 2	33	24	45	316.5	321.1	347.1
Grade 3	32	59	67	334.7	358.6	384.8
Grade 4	57	57		345.9	358.3	
Grade 5	16	25		304.0	315.0	
Grade 6	42	61		352.3	356.0	

Grade Level	Performance Data by Grade Level General Mathematics (Grades 6 & 7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13

Grade Level	Performance Data by Grade Level Algebra I					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 10						
Grade 11						

Grade Level	Performance Data by Grade Level Geometry					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 10						
Grade 11						

Grade Level	Performance Data by Grade Level Algebra II					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 10						
Grade 11						

Grade Level	Performance Data by Grade Level Summative High School Mathematics (Grades 9-11)					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 10						
Grade 11						

California Standards Test

Socio-Economically Disadvantaged Students
English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 2	36	23	49	327.0	315.8	344.8
Grade 3	29	28	20	323.3	326.6	323.2
Grade 4	59	55		355.5	358.0	
Grade 5	23	53		325.9	348.9	
Grade 6	58	35		358.6	343.5	
Grade 10						
Grade 11						

Socio-Economically Disadvantaged Students
Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 2	27	34	51	308.8	323.8	348.8
Grade 3	42	54	65	352.4	360.5	384.2
Grade 4	59	65		355.5	372.0	
Grade 5	26	34		323.2	338.0	
Grade 6	71	69		385.7	372.4	

Grade Level	Performance Data by Grade Level General Mathematics (Grades 6 & 7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13

Grade Level	Performance Data by Grade Level Algebra I					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 10						
Grade 11						

Grade Level	Performance Data by Grade Level Geometry					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 10						
Grade 11						

Grade Level	Performance Data by Grade Level Algebra II					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 10						
Grade 11						

Grade Level	Performance Data by Grade Level Summative High School Mathematics (Grades 9-11)					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 10						
Grade 11						

Part Two: Addressing the Performance Gaps

The purpose of this section is to set priorities and specific goals. Your priorities are based upon the synthesis you developed above. Your goals flow from these priorities.

Note: CA regulations state that the SPSA must address how funds will be used to "improve the academic performance of all students to the level of the performance goals, as established by the API." Also, regulations state that "The SPSA must align with the local educational agency (LEA)."

Select Priorities
Based upon analysis of data, prior school goals and district goals, set priorities or focus areas for your plan.
We will have a schoolwide focus on early literacy and academic acheivement for all our students. This will be measured by normed data and district benchmarks.

Write/Revise School SMART Goals
School goals flow from your priorities and should be attainable in the period specified in the plan, specific to the student participants and measurable. Goals should be listed in SMART (specific, measurable, attainable, realistic, and timely) format but also align to the outcomes expected under the state and federal accountability model.
Students will be screened for grade level proficiency using DIBELS and other normed tools for instructional diagnostics. The data will be evaluated by grade level teams, including specialists to create appropriate focused interventions. There will also be bimonthly PLC time for teachers to review data and collaberate for best practice implementation. Based on focused, data driven instruction our goal is a 12% growth of student proficency as measured on benchmark tools.

Part Three: Analysis of Proven or Promising Strategies

While the justification for your activities need not be written into your plan, best, evidence-based practices should be reflected in your action plan and activities you pursue. Once a goal for student achievement has been identified, the leadership team needs to determine how to reach that goal. Choose specific strategies that are likely to work and align to the district's Local Education Agency Plan as well. Be deliberate in what strategies you choose. Consider:

- Did it work for a similar school?
- When do you expect to see results?
- Can you explain why you expect it to work?
- What will you do to ensure that it works?
- At what point will you determine it isn't working and stop doing it?
- Identify current successful practices in the school and district by looking at data, talking to colleagues, and seeking input from such professionals as curriculum specialists.

Resource	Web Address
Association for Supervision and Curriculum Development (ASCD)	http://www.ascd.org/portal/site/ascd/index.jsp/
Consortium for Policy Research in Education (CPRE)	http://www.cpre.org/
ED.gov	http://www.ed.gov/help/site/expsearch/index.html?src=ln
Education Commission of the States	http://www.ecs.org/default.asp
Educational Resource Information Center	http://www.eric.ed.gov/
Healthy Kids Resource Center	http://www.californiahealthykids.org/c/@U82gtJCqJSte6/Pages/index.html
Just for the Kids - California	http://www.just4kids.org/bestpractice/study_framework.cfm?sub=state&study=californiaa
Just for the Kids – California School Data	http://www.jftk-ca.org/
National Center for Education Statistics (NCES)	http://nces.ed.gov/pubsearch/
School Matters A Service of Standard & Poors	http://www.schoolmatters.com/
What Works Clearinghouse	http://ies.ed.gov/ncee/wwc/

Part Four: Complete Action Plans for each SMART Goal

Use the attached templates to complete your action plans.

SMART Goal 1

<table>
<tr><td colspan="4" align="center">**John Reed Elementary School**
Plan on a Page
Student Achievement in Reading Language Arts
2013-2014</td></tr>
<tr><td colspan="4">**SMART Goal:**
John Reed students will make adequate and yearly academic progress in English Language Arts, Math, and Language Acquisition for the 2013-14 school year. 65% Proficient/Advanced in ELA; 65% Proficient/Advanced in Math in CCSS assessments</td></tr>
</table>

Actions/Strategies	Results Indicators	Resources	Funding Source
Involvement A. John Reed Involves parent and community in planning and implementing the school plan by having parents and staff on the SSC, conducting a parent survey, collecting staff input and studying survey results. B. The English Learner Advisory Committee, (ELAC) reviews instructional programs and makes recommendations regarding the needs of English Learners. ELAC meetings will be held, with Spanish translation available. State guidelines will be followed regarding responsibilities of the ELAC advisory council. C. Parents will be informed as to their child's academic progress on a regular basis, through phone calls, progress reports, report cards, Student Success Team meetings and/or IEP meetings.			

Governance and Administration A. School Site Council meets quarterly to monitor and review programs, review and develop goals, and approve expenditures towards meeting the goals. The committee is comprised of 3 parents and 3 staff members. B. School Site Council conducts a parent survey to gather input from parents of students at John Reed every other year. Survey results guide decisions regarding school programs. C. Principal completes annual review of data and program effectiveness.			

Staffing and Professional Development A. John Reed will support teachers through site specific staff development which could be in the form of workshops, conferences, and grade level collaboration • PLC meetings will set, assess and monitor progress towards grade level standards. These meetings will drive student achievement improvement efforts. Data will include student work, Benchmark & Title I assessments, and results of grade level common assessments. • Specialists will meet monthly to evaluate intervention programs. Specialists will also attend Safety Net meetings, Student Success Team meetings and other intervention planning meetings as needed. • Grade level collaboration 2-3x month on early release Tuesdays for curriculum development and development of effective teaching strategies. • Identified school focus will provide support for: • Organizing Student Thinking training • PLC • English Lang. Development - Effective Strategies • Academic Vocabulary • Reading comprehension strategies • Identified individual or grade level professional development in alignment with School and District Goals. B. Partnering with schools or collaborating at district level opportunities: • Collaboration with other Title I schools • Collaboration with non-Title I partner school			

Gradual Release of Responsibility (GRR): Teachers received initial training in August 2010 on Doug Fisher's instructional model, the Gradual Release of Responsibility model of instruction. Close study of the model's four components has been central to staff development. Staff is implementing The Focus Lesson, with an emphasis on students understanding what they are learning and why, as well as thinking aloud as a modeling strategy. Teachers will be videotaped implementing this component for self analysis and staff review. Two teachers are participating in the Leadership Network this year to deepen their understanding of GGR and will share learnings with staff.			District Title I

Actively engaging students in the classroom:			
• Students partnered for structured interaction			
• Critical lesson tasks and questions are clearly posted (overhead/board)			
• Lesson delivery/task is regularly interrupted to orchestrate a concrete student response to instruction (tell your partner, write an example, underline)			
• Teacher clearly sets up lesson tasks including: written and verbal instructions, time frames, student responsibilities (note taking, text marking).			
• Teacher routinely structures student use of academic language; by modeling an appropriate academic response, providing sentence starters w/target vocabulary and syntax, partner rehearsal before whole class reporting, etc.			
• Students engaged in each lesson activity (taking notes, sharing w/partner, reading along)			
• Teacher actively monitors student responses (walking around, providing feedback, redirecting off task behavior)			

English Language Development Strategies: Walk to Read- each student is placed in differentiated ELA instruction for 30 minutes per day. Placement is based upon DIBELS results • Informed and Systematic English language instruction across subject areas, including relevant vocabulary, syntax and grammar • Explicit instruction in the key components of language (phonics, fluency, vocabulary & text comprehension, phonology, semantics, morphology, syntax) • Teachers develop lessons to specifically address academic needs for each CELDT level. • Extensive oral language development for social and academic purposes (vocabulary knowledge, listening comprehension and syntactic skills) are imcorporated into each content lesson. • The Houghton Mifflin resource, EL Strategies Handbook, is actively used for planning for all grade levels.			

Organizing Student Thinking (OST) uses 8 basic graphic organizers associated with patterns of thinking our brain uses to organize and make meaning out of information received. The Thinking Maps, when taught to and used by students to organize their learning, supports positive outcomes in: • Reading Comprehension • Student achievement across grade levels • Student achievement across divers populations • Students achievement across the content areas • Improved skills of communicating ideas, seeing patterns and categorizing, as demonstrated in writing • Improved retention of learning			

Academic Vocabulary Development:			
• Explicitly teach Academic English Language = Vocabulary + Syntax + Grammar			
• Vocabulary is all the words that someone knows, learns, or uses			
• Syntax is the way words are arranged in order to form sentences or phrases			
• Grammar is the rules governing the usage and structure of the language			
• Structured Academic Discussion-Task set up and modeling			
• Teach communicative language functions of formal spoken & written English			
• Assign Active Listening Tasks, (note taking, jot 2 ideas)			
• Require written response with Academic English Vocabulary, Syntax & Grammar			

Reading/ Comprehension strategies that have proven outcomes: • Primary grade focus on phonemic awareness, reading words by matching sounds to symbols, reading words rapidly, understanding words and word meanings, achieving fluency, and building comprehension. • Comprehension instruction focusing on developing concepts, background knowledge, and vocabulary • Instruction of syntax and rhetorical structures of written language • Application of comprehension strategies (summarizing, predicting, and monitoring) • Explicit instruction such that the teacher models and teaches skills and concepts clearly • Explicit instruction addressing the instructional needs of readers at various reading levels (ex: Read Naturally, etc.)			

Title I Interventions: • Small group instruction of assessed needs using the following research based programs: • Phonics for Reading/REWARDS (direct instruction in phonics and using a flexible strategy for decoding long words and to increase reading fluency) • Read Naturally (fluency) • Soar to Success (comprehension using reciprocal teaching and graphic organizers) • Lexia (computer literacy skill program that places students at instructional level) • Dreambox (computer math program that places students at instructional level English Learner Interventions: • New Comers group for students of early language acquisition • Small group instruction of assessed needs and push-in instruction with classroom groups Special Education Program: Resource Special Program based on a school wide learning center model; Specialized Assistants, Behavior Plans.			

SMART Goal 2

<table>
<tr><td colspan="4"><div align="center">**John Reed Elementary School**
Plan on a Page
Student Achievement in Mathematics
2013-2014</div></td></tr>
<tr><td colspan="4">**SMART Goal:**
John Reed School will have a safe and respectful learning community, with students following classroom and school-wide rules and procedures.
Students will decrease the number of office referrals and suspensions by 20%.
Students will increase the number of Eagle Grams and Second Step Awards by 10%.</td></tr>
</table>

Actions/Strategies	Results Indicators	Resources	Funding Source
Involvement A. As a Title I school, John Reed is required to have a Student/Parent Compact. This compact lists the responsibilities and expectations for students, parents and teachers. The compact is sent home in August, signed and returned to school. B. The John Reed packet has pertinent information for students and parents, such as student insurance, lunch menus, the John Reed Parent Student Handbook and internet agreement forms. C. Throughout the year, many school community events are held. These include, but are not limited to: Family Fun Nights, Back to School Night, Fall Family event, Craft Fair, Quermese and Literacy Fair. D. John Reed conducts parent conferences. Spanish translation is available upon request. E. All pertinent data will be published in the Student Accountability Report Card at the end of the year and is available for parents both in the office and on the web. F. The SSC will review and approve the Safe School Plan to ensure positive social climate and a safe physical environment.			

Standards and Assessment A. Staff will review school programs, instruction and intervention results to complete the evaluation of the school plan. Principal will collect data on attendance, discipline and success of interventions. B. Staff and School Site Council will review the collected data and results from the school's programs. Implications for program improvement will be considered for the upcoming school year			
Staffing A. Staff will explore other programs for improving effective school climate, classroom management and conflict resolution. B. School specialists will hold Safety Net meetings, in which student performance will be assessed with teacher input. Plans for individual student interventions will be implemented. Teachers will be given release time to attend Safety Net meetings. C. Grade level teams will meet and discuss student work and achievement, and seek ways to improve teaching strategies, interventions and classroom effectiveness. D. Staff resource literature and materials will be purchased to support academic and behavioral programs, as funding is available.			$2,250 Title I

Teaching and Learning A. Teachers will use a variety of teaching strategies and programs to implement Second Step, BEST Practices and other management programs. These programs will be taught in the classroom, and reinforced through clearly stated behavior expectations and procedures. B. The Second Step Violence Prevention program will be taught, which focuses upon learning empathy skills, problem solving and anger management. When possible, new grade level kits will be purchased. C. BEST Practices will continue to be reviewed school-wide by teachers with their students and by the Principal during weekly courtyard assembly. D. When possible, role models of successful teens will be used through community service, Sonoma State University programs, and Rancho Cotate programs.			

Opportunity & Equal Educational Access A. Instruction and help for students • Student assemblies will be held weekly to provide recognition of student achievement, problem solving and life skills. • A focus on improving student attendance will include letters to parents on attendance issues, School Attendance Review Team meetings and parent conferences. Weekly classroom awards will be given to classes with perfect attendance. Monthly individual awards will be given to students with perfect attendance. Perfect Attendance will be recognized each trimester. Actual amount of money lost due to absences will be conveyed to the school community each week. • Students not following school rules and procedures will be given additional opportunities to learn these with classroom/yard consequences. Staff uses consequence systems from warning, to time out, to visiting a neighbor's classroom and/or the office to encourage change in poor choices. Teachers also have motivational systems in place to recognize students making safe, responsible, and respectful choices. Focus will be on increasing self-control and behavior management, using the Second Step procedures.			

Auxiliary Services for at-risk students:			
• SST, IEP, Safety Net meetings will be held to determine additional needs and interventions will be provided.			
• Principal will provide referrals to SCAYD and other outside agencies to support students in need.			
• Principal and Office Manager will link families in need to community services.			
• The School Garden provides a real life experience for students and allows scientific study of plant and animal life. In addition, it can become a rich family experience when family participation days are organized.			
• School newsletters will inform families of upcoming school activities, volunteer opportunities and committee participation. Parent groups, such as PTA and ELAC will include informational articles in the newsletters. All newsletter and communication home will be translated into Spanish.			

SMART Goal 3

John Reed Elementary School Plan on a Page Culture and Context 2013-2014
SMART Goal:

Actions/Strategies	Results Indicators	Resources	Funding Source

SMART Goal 4

John Reed Elementary School Plan on a Page 2013-2014
SMART Goal:

Actions/Strategies	Results Indicators	Resources	Funding Source

SMART Goal 5

John Reed Elementary School Plan on a Page 2013-2014
SMART Goal:

Actions/Strategies	Results Indicators	Resources	Funding Source

Part Five: Conduct Advisory Committee Review and Certification

School plans must be developed with the review, certification, and advice of any applicable school advisory committees. Meeting agendas and minutes should reflect the processes for stakeholder input and review the culminated in certification.

School districts must assure that SSCs have developed and approved the SPSA for schools participating in programs funded through the ConApp process and any other school program they choose to include

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school <u>participates</u> and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school <u>participates</u>. If the school receives <u>funding</u>, then the plan must include the proposed expenditures.)

State Programs	Allocation
[ ] California School Age Families Education <u>Purpose</u>: Assist expectant and parenting students succeed in school.	$
[ ] Economic Impact Aid/ State Compensatory Education <u>Purpose</u>: Help educationally disadvantaged students succeed in the regular program.	$116,877
[ ] Economic Impact Aid/ English Learner Program <u>Purpose</u>: Develop fluency in English and academic proficiency of English learners	$104,424
[ ] High Priority Schools Grant Program <u>Purpose</u>: Assist schools in meeting academic growth targets.	$
[ ] Instructional Time and Staff Development Reform <u>Purpose</u>: Train classroom personnel to improve student performance in core curriculum areas.	$
[ ] Peer Assistance and Review <u>Purpose</u>: Assist teachers through coaching and mentoring.	$
[ ] Pupil Retention Block Grant <u>Purpose</u>: Prevent students from dropping out of school.	$
[ ] School and Library Improvement Program Block Grant <u>Purpose</u>: Improve library and other school programs.	$
[ ] School Safety and Violence Prevention Act <u>Purpose</u>: Increase school safety.	$
[ ] Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students.	$
[ ] List and Describe Other State or Local funds (e.g., Gifted and Talented Education)	$
Total amount of state categorical funds allocated to this school *Tier III funds are now moved to "unrestricted."	$

APPENDIX

CRPUSD LEA Plan and Title III Year IV Plan

Cotati-Rohnert Park Unified School District
2012-2013 Title I and Title III LEA PLAN SUMMARY

<u>Leadership Commitment</u>

In order to increase achievement and retain students, we will enact evidence-based instructional strategies to support and engage all learners, implement K-12 curricula aligned to the Common Core Standards and calibrated to the rigor of state and national measures, and use formative and summative assessments for ongoing monitoring of students' growth.

Required State of California and Federal Goals:
Goals 1A & 1B Improve Proficiency in English Language Arts and Mathematics
Goal 2A: Increase Annual Progress in Learning English
Goal 2B: Increase English Proficiency
Goal 2C: Increase Academic Proficiency of English Language Subgroup

Strategy: **Implement Evidence-Based Instruction Practices**

Improved consistency of target instructional practices system-wide will improve student performance, resulting in increased achievement because all students will have accesses to effective instructional practices.

Action Steps		Proposed Expenditure	Proposed Funding Source
(1) Development of Systemwide Instructional Practices			
Site leadership teams participate in Sonoma Leadership Network (SLN) training	SLN registration for 35 participants	$15,000.00	Title I
	Substitute costs	$20,125.00	Title II
Teacher trainers conduct training in gradual release of responsibility, active student engagement, Organizing Student Thinking and English learner support strategies.	Estimated participation = 40 teachers per training with three days total planned for training.	$13,800.00	Title III
Sites develop agreements regarding instructional practices and conduct implementation trials that include observation and coaching to support practice	Plans to be determined.	TBD	TBD
(2) Alignment of Curriculum and Assessment			

Align District Benchmarks and Instructional Pacing to Rigor of State Standards and CSTS.	Estimated costs for 20 teachers for 2 days of substitute time.	$4,600.00	Title I
Complete Curriculum Articulation to Ensure Consistency and Coherence from Kindergarten to 12th Grade	Estimated costs for 24 teachers for four days of substitute time.	$11,040.00	Title II

Strategy**: Assessment and Progress Monitoring**

Grade level teams and the secondary English language arts and mathematics departments will develop, administer, and analyze common formative and summative assessments that are aligned with actual instruction to measure student skill, knowledge, and growth for purposes of progress monitoring and instructional calibration.

Action Steps		Proposed Expenditure	Proposed Funding Source
(1) Data Analysis and Planning through Collaboration Time			
Provide teacher training in Illuminate system.	Estimated costs for 25 teachers for one day of substitute time.	$3,000.00	Title II
Provide teachers with web cameras to enable immediate data collection and reporting using the Illuminate GradeCam software.	Estimated costs for 300 cameras at $35/camera.	$10,500.00	Title I
Provide teachers with release time for data analysis and collaborative planning.	Estimated costs for 30 teachers with five days of substitute time.	$17,250.00	Title I
(2) Administer and Analyze Diagnostic State Tests			
Students in grades 2-10 will participate in a CST or CAHSEE diagnostic test six weeks prior to the state testing windows. Grade level teams will meet to review test data and to plan targeted instruction for students to ensure proficiency.		NA	NA

Strategy**: Improve Teaching and Learning In ELD**

Consistent, system-wide implementation of evidence-based ELD instructional practices, materials, and assessment will increase the achievement of English language learners.

Action Steps		Proposed Expenditure	Proposed Funding Source
(1) Audit ELD Implementation			
Audit English language development curriculum, schedules, and instructional practices to ensure consistency and coherence across the district.	Teacher teams to meet for horizontal and vertical articulation using substitute time. Specific plans to be determined.	TBD	TBD
Principals and teacher leaders will conduct walk-through observations to examine consistency of program implementation.	Teacher leaders from the ELPD and Advanced ELPD will provide training and support at their sites. Principals will guide planning and observation.	NA	NA
(2) Engaged, Structured Academic Talk			
Teachers will provide multiple opportunities for student conversations on academically relevant topics, structuring tasks so that ELs are engaged with native speakers for extended discussion. Structured, collaborative groups will be used.	Teacher leaders from the ELPD and Advanced ELPD will provide training and support at their sites. Principals will guide planning and observation.	NA	NA
(3) Systematic Assessment of Students	Progress monitoring assessments		
Teachers will use formative and summative assessments to determine student mastery of ELD standards for purposes of progress monitoring and instructional calibration.	Estimated cost for purchase of ELD assessment materials and substitute time for progress monitoring.	10,000	Title III

Required State of California and Federal Goals:
Goal 2E: Increase Parent and Community Participation

Most of the action steps below are from the last Title III and LEA Plans and the Leadership and Learning structures implemented in the district this year. A few items were added as a result of ideas presented at the Board of Trustees Conversation Meeting on December 6, 2011.

Action Steps		Proposed Expenditure	Proposed Funding Source
District Marketing Model	Estimated cost to support a period of a teacher with marketing background working on special assignment to coordinate district outreach efforts and K-12 connections, using RCHS Media House and SSU support.	$25,000	Title I
Educational Summit	Estimated substitute costs for 40 teachers for four days.	$18,400	Title II
Superintendent's Council	Ongoing	NA	NA
Preschool Parent Education (Avance)	Program provided through Community Action Partnership at no cost to district.	NA	NA
Sliding Fee Preschool Program (4 year olds)	Plans to be determined through consultation with YMCA and/or SSU	NA	NA
HS Student Leadership and Programs to Elementary and Middle School Sites Pathways Development and Outreach Events	Plans in process – Connections calendar under development and a standing item at Administrative Council meetings	NA	NA
Technology Enhanced Communication	Ongoing - Website development, ABI, Etc.	TBD	TBD
District Translation Services	Ongoing position to support home-school communication	Varies	Varies
Kindergarten Intake and Orientation	Plans to be determined.	NA	NA
Beyond the Bell Options - Onsite child care & enrichment programs for before and after school, including HW Club	Currently researching partnership options for development. Have partnered with YMCA and Boys and Girls Club for 21st Century Grant Application.	TBD	Parent fees & ASES

Student Led Site Visits	Students to provide interested parents with tours of their schools as part of district outreach efforts.	NA	NA

Required State of California and Federal Goals:
Goal 3: Highly Qualified Teachers

All students in the district will be taught by highly qualified teachers.

Action Steps		Proposed Expenditure	Proposed Funding Source
Fully Credentialed, HQ Teachers	Title II, Level C District Compliance Plan in process	TBD	Title II

Required State of California and Federal Goals:

Goal 5 A: Increase Graduation Rates & Goal 5B Decrease Drop Out Rates

Strategy: **Academic Support Classes for Acceleration**

Students who are struggling in core English language arts or mathematics courses will receive support class to ensure they have prerequisite skills to demonstrate proficiency in each content area.

Action Steps		Proposed Expenditure	Proposed Funding Source
Use Assessment Data to Identify Students			
Identify and Purchase Academic Support Curriculum	Estimated cost for the purchase of curriculum materials.	$27,000	Title III
Add 2 Academic Support Sections at RCHS	Estimated costs for the proposed sections.	$40,000	Not funded
Add 2 Academic Support Sections at LJMS	Estimated costs for the proposed sections.	$40,000	Not funded

Goal 5C: Increase Enrollment in AP Classes

Strategy: **Outreach and Education**

Provide parent and student education and outreach to ensure familiarity with Advanced Placement program options at our high schools.

Strategy: **Use Academies to Promote Advanced Study**

Use emerging high school academies model to assist students, and English language learners in particular, in pursuing advanced study in fields of specific interest.

Action Steps		Proposed Expenditure	Proposed Funding Source
Provide parent and student education through evening events, the middle and high school guidance programs and one-one outreach to ensure knowledge of AP offerings.	Plans to be determined.	NA	NA
Integrate AP in each Secondary Academy Outcomes	Plans to be determined.	NA	NA