The Single Plan for Student Achievement

for

Technology Middle School

0128348
CDS Code:

Date of this revision: November 8, 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:

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The District Governing Board approved this revision of the School Plan November 12, 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.

The School Profile

Technology Middle School was established in 2013 as a neighborhood school serving 330 sixth and seventh graders. As a new school, we are focused on educating our students in 21st century skills: critical thinking, collaboration, creativity, and communication. Our school culture is evolving as we address the social-emotional needs of our students by building a student-centered culture with academic rigor, real-world relevance, and active learning. Our students use technology not only for information, but as a tool for problem solving and connecting to the global community. Through the use of project based learning and an emphasis on math and science, our students experience real-world applied learning that will prepare them for high school and beyond as productive members of society. Our motto: Learn anywhere, learn anytime is supported by our 1:1 goal for students to use their own device to support learning across all academic areas. Our student population is comprised of 22% EL students, 73% socio-economically disadvantaged students, 49.2% white, 42.2 Hispanic, and 8.6 other. Six languages are represented among our English learners with Spanish being the predominate language.

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			N/A			N/A			N/A			N/A
Growth API			N/A						N/A			N/A
Base API			N/A						N/A			N/A
Target			N/A						N/A			N/A
Growth			N/A						N/A			N/A
Met Target			N/A						N/A			N/A

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			N/A			N/A			N/A			N/A
Growth API			N/A			N/A			N/A			N/A
Base API			N/A			N/A			N/A			N/A
Target			N/A			N/A			N/A			N/A
Growth			N/A			N/A			N/A			N/A
Met Target			N/A			N/A			N/A			N/A

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	N/A	N/A	
Percent with Prior Year Data	N/A	N/A	
Number in Cohort	N/A	N/A	
Number Met	N/A	N/A	
Percent Met	N/A	N/A	
NCLB Target	54.6	56.0	57.5
Met Target	**N/A**	**N/A**	

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	N/A	N/A	N/A	N/A		
Number Met	N/A	N/A	N/A	N/A		
Percent Met	N/A	N/A	N/A	N/A		
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	**N/A**	**N/A**	**N/A**	**N/A**		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	N/A	N/A	N/A
Met Percent Proficient or Above			N/A
Mathematics			
Met Participation Rate	N/A	N/A	N/A
Met Percent Proficient or Above	N/A	N/A	N/A

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	N/A	N/A	?			N/A			N/A			N/A
Number At or Above Proficient			142			N/A			N/A			N/A
Percent At or Above Proficient			57.7			N/A			N/A			N/A
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												

| 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			N/A			N/A			N/A			N/A
Number At or Above Proficient			N/A			N/A			N/A			N/A
Percent At or Above Proficient			N/A			N/A			N/A			N/A
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			N/A			N/A			N/A			N/A

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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Number At or Above Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Percent At or Above Proficient	N/A	N/A	48.7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Number At or Above Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Percent At or Above Proficient	N/A	N/A	48.7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Data Collection and Analysis (Continued)

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

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

School and Student Performance Data

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

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	N/A		N/A		N/A		N/A		N/A		N/A
7	N/A		N/A		N/A		N/A		N/A		N/A

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.

In ELA 17% of our students scored FBB On last year's CST. They were assessed for eligibility to participate in the Language! intervention program. As a result 13% of our students participate in the program which addresses the needs of students who are 2-4 years below grade level in reading.

All of our EL students were given the CELDT assessment. The unofficial scores indicate that 51% of the EL students are at the Intermediate level over all.

Include a brief summary analysis statement.
This statement summarizes the conclusions reached about student performance.
There are a number of students who are Intermediate on CELDT and BASIC on CST. These students need to be identified and targeted for support.

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 6			53.4			N/A			N/A			N/A
Grade 7			62			N/A			N/A			N/A
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 6			42			N/A			N/A			N/A
Grade 7			39.4			N/A			N/A			N/A

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

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 6			N/A			N/A
Grade 7			N/A			N/A
Grade 10						
Grade 11						

African American 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 6			N/A			N/A
Grade 7			N/A			N/A

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

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 6			N/A			N/A
Grade 7			N/A			N/A
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 6			N/A			N/A
Grade 7			N/A			N/A

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 6			N/A			N/A
Grade 7			N/A			N/A
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 6			N/A			N/A
Grade 7			N/A			N/A

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 6			N/A			N/A
Grade 7			N/A			N/A
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 6			N/A			N/A
Grade 7			N/A			N/A

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 6			N/A			N/A
Grade 7			N/A			N/A
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 6			N/A			N/A
Grade 7			N/A			N/A

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 6			N/A			N/A
Grade 7			N/A			N/A
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 6			N/A			N/A
Grade 7			N/A			N/A

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)."

<u>**Select Priorities**</u>
Based upon analysis of data, prior school goals and district goals, set priorities or focus areas for your plan.
Using the limited data that we have as a new school, our priorities are to support student achievement in all academic areas and continue to attract students to our school with our innovative programs. These priorities are consistent with the District goals: 1) Increase student achievement; and 2) Increase student enrollment.

<u>**Write/Revise School SMART Goals**</u>
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.
Even though the state and federal accountability model is currently in flux, our goals will address the numerically significant subgroups for our student population: Hispanic, socio-economically disadvantaged, and English Language Learners. Our goals will address English Language Arts, math, and culture/climate.

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">Technology Middle School
Plan on a Page
Student Achievement in Reading Language Arts
2013-2014</td></tr>
<tr><td colspan="4">SMART Goal:
Students at Technology Middle School will increase the rate of proficiency with each district benchmark administered. Orange Benchmark data will serve as the baseline, with a 2% increase in proficiency expected with each subsequent benchmark. When the comprehensive blue benchmark is administered in spring 2014, the goal is to have 60% proficient or advanced.</td></tr>
</table>

Actions/Strategies	Results Indicators	Resources	Funding Source
Grade level teams will collaborate to develop lessons/units addressing the common core state standards (CCSS).	Sample lessons; student work	Common Core Curriculum Maps; Navigating Implementation of the Common Core State Standards; on-line resources; time on early release days for teacher collaboration	District funding, Measure D, donations
The collaboration rubric will be taught in all language arts classes and then be used school-wide.	Use of the rubric for student self-assessment and teacher assessment	Collaboration rubric; BIE website	District funding, Measure D, donations
One close reading experience will be provided at least once a week.	Articles read by students indicating use of the close reading strategies; student writings that show understanding of the material read	AVID articles; speeches; poems; excerpts from primary source materials in the social studies book	District funding, Measure D, donations
Teachers will analyze benchmark data to determine areas where re-teaching is required.	Benchmark results; grade level plan for re-teaching; common assessment to determine proficiency on retaught standards	Benchmark assessments, item bank for assessments in Illuminate to create common assessments; time on early release days to analyze data	District funding, Measure D, donations
Intervention: Assess students for eligibility to participate in the intervention program: Language!	Comparison of baseline data to formative assessments included in the program	Learning Center staff; time to assess, analyze results, and place students accordingly; KAM consulting	District funding, Measure D, donations
Intervention: Implement SIPPS for students needing skills with multi-syllabic words	Increase in students' ability to analyze multisyllabic words using the phonics screener	SIPPS Program	District funding, Measure D, donations

Use of DAZE school-wide in sixth grade to measure increased comprehension over time	Data from DIBELS website	KAM Consulting; DIBELS website	District funding, Measure D, donations
After School Program will support homework completion along with fluency practice (Read Naturally) and comprehension exercises.	Observation of students being focused and productive; increase in student homework completion; improved grades	Read Naturally, non-fiction expository pieces, parent volunteers	District funding, Measure D, donations

SMART Goal 2

<table>
<tr><td colspan="4" align="center">**Technology Middle School**
Plan on a Page
Student Achievement in Mathematics
2013-2014</td></tr>
<tr><td colspan="4">**SMART Goal:**
Students at Technology Middle School will increase the rate of proficiency with each district benchmark administered. Orange Benchmark data will serve as the baseline, with a 2% increase in proficiency expected with each subsequent benchmark. Even though each benchmark measures progress on a different set of standards, an increase in the percent proficient is expected as students become more familiar with test questions aligned to CCSS. When the comprehensive blue benchmark is administered in spring 2014, the goal is to have 60% proficient or advanced.</td></tr>
</table>

Actions/Strategies	Results Indicators	Resources	Funding Source
Teachers will align curriculum materials to pacing guides which are aligned to Benchmarks and develop lessons/units aligned to CCSS.	Increased levels of performance on the district benchmarks; student work that provides evidence that students are required to explain their thinking	Time on early release days to collaborate; Lawrence Jones Math Department; release time to analyze benchmarks and provide input with Illuminate consultant	District funding, Measure D, donations
Provide professional development in CCSS strategies and math practices.	Direct instruction of the math practices; student work that reflects use of the math practices	Time in August for professional development; follow up on early release days for teacher collaboration	District funding, Measure D, donations
Grade levels will analyze benchmark results and collaborate as a team in terms of re-teaching and developing a common assessment.	Results of common assessments developed and administered at each grade level	Time on early release Wednesdays for grade level teams to work as a PLC	District funding, Measure D, donations
After School Program will support homework completion and target students' specific deficit areas by using Kahn Academy, Sumdog, etc.	Improved math grades	Computers, math games, math manipulatives	District funding, Measure D, donations
Math Lunch Club twice weekly will provide support for homework completion a well as opportunities for re-teaching.	Improved math grades	math materials	District funding, Measure D, donations

SMART Goal 3

<table>
<tr><td colspan="4">
<p align="center">**Technology Middle School**
Plan on a Page
Culture and Context
2013-2014</p>
</td></tr>
<tr><td colspan="4">
SMART Goal:
Create and maintain a positive, student centered school culture based on the four pillars: Compassion; Curiosity; Determination; Integrity.
Currently, 11 students have no merits and 45 students are under 70 merits which means 17.2% of the student population is ineligible for participation in school activities. The goal is to reduce the number of ineligible students to 5%. Since the beginning of school, there have been a total of 326 office referrals, with an average of 126 per month. The goal is to reduce the monthly average by 30%.
</td></tr>
</table>

Actions/Strategies	Results Indicators	Resources	Funding Source
Leadership Team will create a plan to teach students the four pillars. The plan will include activities to help students understand the meaning of each pillar and relate that to their own actions as members of our school community.	Fewer office referrals, fewer students ineligible for school activities, more students with 120 or above	Tribes for Middle School, ideas from Leadership Team, LJ binder of activities	District funding, fundraising account, PTA, donations
Lunch Clubs - Develop clubs based on student interests. Interact Club, Chess Club, Games Club, Minecraft Club, Karaoke Club, etc.	Reduced number of incidents at lunch; increased student involvement as measured by number of kids who participate	Teachers willing to supervise clubs	District funding, fundraising account, PTA, donations
Music on Fridays - Reward for keeping campus clean during lunch	Decreased trash at lunch and break	speaker system, play lists developed by Leadership class	District funding, fundraising account, PTA, donations
Intramural sports at lunch	Reduced number of incidents at lunch	Funding for intramural coordinator, soccer balls, basketballs, other athletic equipment as needed	District funding, fundraising account, PTA, donations
Participation in league sports	Number of students who try out for teams, attendance at home games, active participation at pep rallies	Athletic Director, coaches, MSABC	MSABC, district funding, donations

Actions/Strategies	Results Indicators	Resources	Funding Source
Merit reward activities to recognize students above the 120 and 150 levels in merits	Increase the number of students in these categories	Parent volunteers, prizes, treats, etc.	District funding, fundraising account, PTA, donations
Recognition assemblies	increased academic achievement; reduced number of referrals	certificates, prizes, trophies, etc.	District funding, fundraising account, PTA, donations

SMART Goal 4

Technology Middle School
Plan on a Page
2013-2014
SMART Goal:

Actions/Strategies	Results Indicators	Resources	Funding Source

SMART Goal 5

Technology Middle 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.	$
[ ]	Economic Impact Aid/ English Learner Program <u>Purpose</u>: Develop fluency in English and academic proficiency of English learners	$
[ ]	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.	$
[X]	List and Describe Other State or Local funds (e.g., Gifted and Talented Education)	$8,775
	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

Learning for a lifetime….

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

Leadership Commitment

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