The Single Plan for Student Achievement

for

Thomas Page Academy

49-73882-6060669
CDS Code:

Date of this revision: November 6, 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 December, 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

Thomas Page is a K –8th academy located in the rolling hills of Cotati, CA. The school was built in 1969 on 10.5 acres of the original land grant belonging to Dr. Thomas Stokes Page. The school maintains the rural atmosphere of a small country school. The campus is composed of three quads, twelve re-locatable classrooms, a multi-use room, an annex, and an administration building. Modernization efforts began in 2001 with the expansion of the library, parking lot improvements, and the remodel of the administration building, as well as A and B quads. Since our school is removed from the activity of a downtown area, we have very little crime on our campus. Open fields and farms surround the campus. Students and faculty confidently learn and work in a safe and positive school culture. This safe, caring environment is evidenced by our low number of suspensions. Twenty-one regular education teachers and a cadre of part time teachers and support staff work hard to enhance the growth and development of our students. The part time staff includes: Two RSP Teachers, as well as part-time staff including: speech therapist, two RSP assistants, school psychologist, nurse, ELD assistants, computer lab technician and library teacher along with a librarian. We have one full-time P.E. instructor and two part-time music instructors. We also have a partnership with the YMCA and a grant that provides free afterschool daycare on our campus.

Mission Statement:

The Thomas Page Academy Community supports the intellectual, physical and emotional development of its students. The staff continues to challenge themselves to be a quality school that positively impacts student learning through changes and improvements in our educational design and delivery of services. Our school community believes in the potential of every student. We believe that our unified effort will enable all students to learn and achieve in a manner that will prepare them to become caring and successful citizens of the 21st century. Programs that support these goals include a cohesive and well articulated educational program with ongoing assessments that guide instruction to better meet the academic needs of each student. The academic program is enriched through our library/computer lab activities, art docent program, and music and P.E. programs. Social and study skills are encouraged through the Life Skill Program, which includes weekly assemblies to recognize students who utilize positive Life Skills.

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	302	291	329	124	107	105	6	7	4	7	3	6
Growth API	754	773	756	777	809	810						
Base API	782	753	775	814	777	811						
Target	5	5	5	A	5	A						
Growth	-28	20	-19	-37	32	-1						
Met Target	No	Yes	No	No	Yes	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	145	158	195	121	125	155	195	195	249	63	61	44
Growth API	728	743	721	721	739	703	718	738	732	637	608	623
Base API	745	727	743	743	719	740	760	717	740	691	637	608
Target	5	5	5	5	5	5	5	5	5	5	8	
Growth	-17	16	-22	-22	20	-37	-42	21	-8	-54	-29	
Met Target	No	Yes	No	No	Yes	No	No	Yes	No	No	No	

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			128
Percent with Prior Year Data			100.0%
Number in Cohort			128
Number Met			68
Percent Met			53.1%
NCLB Target	54.6	56.0	57.5
Met Target			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					142	28
Number Met					33	--
Percent Met					23.2%	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target					Yes	*

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	Yes	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	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	99	99	100	98	97	100	100	100	100	100	100
Number At or Above Proficient	136	149	146	63	67	59	--	--		--	--	
Percent At or Above Proficient	45.0	51.6	44.4	50.8	63.2	56.2	--	--	--	--	--	--
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	Yes	No	No	Yes	No	--	--	--	--	--	--

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	99	100	100	99	100	100	99	99	100	96	100
Number At or Above Proficient	57	68	72	45	51	50	72	83	96	15	19	12
Percent At or Above Proficient	39.3	43.3	36.9	37.2	41.1	32.3	36.9	43.0	38.6	23.8	32.2	27.3
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	Yes	No	No	Yes	No	No	Yes	No	No	No	--

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	99	100	99	97	100	100	100	100	100	100
Number At or Above Proficient	161	165	160	74	68	71	--	--		--	--	
Percent At or Above Proficient	53.3	56.7	48.8	59.7	63.6	67.6	--	--	--	--	--	--
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	Yes	No	No	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	99	100	100	99	100	100	99	100	99	100
Number At or Above Proficient	67	80	74	51	64	49	88	95	106	21	20	9
Percent At or Above Proficient	46.2	50.6	38.1	42.1	51.2	31.8	45.1	48.7	42.6	33.3	32.8	20.5
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	No	No	Yes	No	No	Yes	No	No	No	--

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
	#	%	#	%	#	%	#	%	#	%	#

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
	#	%	#	%	#	%	#	%	#	%	#
K					10	42	10	42	4	17	24

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.

Include a brief summary analysis statement.
This statement summarizes the conclusions reached about student performance.

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	35	71	48	29	12	20	17	12	18	18	5	14
Grade 3	39	19	29	27	37	44	18	28	19	15	17	8
Grade 4	74	60	44	23	31	36	2	3	16	2	6	4
Grade 5	36	68	53	42	16	29	12	10	9	10	6	9
Grade 6	49	66	55	38	34	29	9	0	11	4	0	5
Grade 7			48			38			10			5
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	34	72	58	25	10	26	38	17	12	3	0	5
Grade 3	48	34	44	22	29	31	22	31	21	7	5	5
Grade 4	83	65	56	14	22	24	3	11	18	0	2	2
Grade 5	56	62	38	17	25	36	21	13	21	6	0	5
Grade 6	56	63	51	26	23	27	11	9	20	7	5	2
Grade 7			65			30			0			4

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 2	*	*		*	*	
Grade 3	*	*	*	*	*	*
Grade 4		*	*		*	*
Grade 5	*		*	*		*
Grade 6		*			*	
Grade 7			*			*
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 2	*	*		*	*	
Grade 3	*	*	*	*	*	*
Grade 4		*	*		*	*
Grade 5	*		*	*		*
Grade 6		*			*	
Grade 7			*			*

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 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	33	53	42	323.3	343.5	330.8
Grade 3	41	7	11	325.0	290.0	310.5
Grade 4	71	61	38	373.1	362.9	340.4
Grade 5	22	59	44	316.4	356.4	344.8
Grade 6	35	64	53	338.8	360.5	348.5
Grade 7			45			344.5
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	28	59	45	322.8	360.2	351.8
Grade 3	46	24	29	353.2	315.5	321.7
Grade 4	75	63	50	378.1	372.9	359.3
Grade 5	52	59	22	335.9	372.8	332.2
Grade 6	43	58	46	345.8	365.8	354.7
Grade 7			46			363.0

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

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	44	95	55	335.2	418.3	375.4
Grade 3	37	41	63	326.7	331.0	372.2
Grade 4	83	62	*	398.3	372.0	*
Grade 5	37	80	68	342.1	380.0	359.7
Grade 6	63	67	67	364.1	360.5	358.8
Grade 7			*			*
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	44	95	77	342.9	445.5	390.4
Grade 3	43	42	79	351.3	340.3	401.5
Grade 4	92	68	*	407.7	380.4	*
Grade 5	48	68	56	365.5	399.6	369.3
Grade 6	71	67	67	375.9	363.7	370.2
Grade 7			*			*

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	24	54	40	319.4	342.4	322.7
Grade 3	20	0	10	305.3	284.8	303.2
Grade 4	53	45	28	357.5	346.4	332.1
Grade 5	8	27	16	299.1	321.7	322.5
Grade 6	8	*	*	317.6	*	*
Grade 7			*			*
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	24	65	37	317.4	362.6	332.8
Grade 3	38	25	26	327.7	306.7	316.3
Grade 4	60	57	21	367.9	361.4	320.1
Grade 5	25	36	11	296.8	339.1	305.5
Grade 6	31	*	*	316.2	*	*
Grade 7			*			*

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	33	61	39	323.9	353.7	328.5
Grade 3	29	16	22	315.1	299.7	317.4
Grade 4	65	54	36	370.1	352.7	336.5
Grade 5	34	61	48	329.6	358.4	344.7
Grade 6	40	65	53	340.8	361.1	347.7
Grade 7			50			350.7
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	31	66	46	325.9	375.1	355.0
Grade 3	41	31	36	334.9	321.9	330.0
Grade 4	76	56	52	379.1	359.3	344.9
Grade 5	50	58	33	348.1	368.0	334.0
Grade 6	45	53	47	348.0	357.0	349.9
Grade 7			65			374.1

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 school wide focus on early literacy and academic achievement for all our students. This will be measured by normed data and district benchmarks. Thomas Page uses an ongoing assessment and monitoring system that provides timely data from common assessments based on locally-adopted, CCSS-aligned ELA/ELD and intervention program. Student achievement results are used to inform teachers and principal on student placement, diagnosis, progress and effectiveness of instruction.   Literacy is an area of highest concern and a systematic response to intervention is in place to group students in levels and teach to their specific needs with similar groups. Data is monitored every two weeks and placements are altered every six weeks.

English Language Advisory Council is highly involved at Thomas Page and meets quarterly to discuss closing the achievement gap and meeting needs of English Language Learners. Teachers are responsible for tracking data and achievement of these sub-groups and collaborating with other teachers to create interventions.

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 collaborate for best practice implementation. Based on focused, data driven instruction our goal is a 12% growth of student proficiency as measured on benchmark tools.
District leadership teams will facilitate the revision of benchmark tests, instructional pacing, and curriculum materials to ensure that instruction is aligned to the rigorous standards mastery measured by the SBAC.

The district supports one-hour structured collaboration meetings (preferably two) per month at each site in order for subject matter./course level teachers to analyze, discuss, and utilize the results of district assessments of student progress in the instructional programs in use at each school. Collaboration is to
guide placement, instructional planning and delivery, and progress monitoring to address students' specific needs.

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

Thomas Page Academy Plan on a Page Student Achievement in Reading Language Arts 2013-2014
SMART Goal: Thomas Page students will make adequate and yearly academic program achievement in ELA, Math, Writing and Language Acquisition as specified in the annual performance goals.

Actions/Strategies	Results Indicators	Resources	Funding Source

I. Teaching and Learning: Teachers analyze data from CST, CELDT, and site assessments to plan instruction. In grade level teams, teachers align essential standards with district adopted texts and benchmark periods. They are working as a professional learning community to analyze formative assessment data, identify SMART goals for specific student achievement, collaborate on strategies to achieve these goals, and assess results. They receive training in research based strategies designed to support achievement by all students. They review results of benchmark and site assessments to monitor student progress and develop differentiated strategies to assist all students. They meet with parents to share the educational program, standards, and student progress. Teacher specialists in ELL, and Special Education support students and classroom teachers to improve achievement. Needs Assessment The needs assessment completed as a requirement of Program Improvement Year I, identified three areas to improve: provide classroom based Tier I intervention; provide appropriate intervention in ELD; and have more time to collaborate. We are continuing the plan that was developed in August, 2011, to provide support through our rti model. Our corrective action for School Year 2013-14 is to implement and RtI/ELD rotation and with a focus on academic vocabulary, reading comprehension and writing. Professional development will continue in Gradual Release of Responsibility Model developed by Doug Fisher and Nancy Frey. We will explore additional professional development in teaching reading comprehension. Professional development will take place in staff meetings, after school hours, and with release time and before school begins in August. 1.1 Using Guided Planning and Grade Level Collaboration processes: a) Develop year-long standards-based curricular plans; provide time for teacher collaboration prior to start of school year and for teacher professional development	Data from CST, CELDT, and site assessments. Agendas from curriculum meetings, Walk-to-Read passports and DIBELS progress monitoring and phonics screener.	LEA, CST, CELDT, Distrcti bench-marks and site assessments, DIBELS, Phonics Screener	DO Title I

1.2 Instructional Strategies and Materials a) After identification of student learning needs identify teaching strategies to address needs through • Safety Net Meetings and Tree Map • Grade level PLC: select essential standard, common strategies and formative assessment, intervention support as needed • Apply Structured Engagement Strategies / Attend SCOE ELPD • Provide After school support classes • Analysis of Benchmark Assessment Results. Grade levels and intervention teams review results with a focus on developing a plan for those students not proficient on any standard b) Use of Assessment to inform instruction Benchmark Assessment and writing samples c) Use of effective strategies and technology: Teachers agreed to the implement the following programs/strategies school wide: • OST - Thinking Maps and Write from the Beginning • Big 4 Math Facts with weekly tests • Talk in Complete Sentences • Visual Thinking Strategies • Academic Vocabulay • Use of Lexia programs Provide materials as needed d)Academic Vocabulary EL, and classroom teachers identified 60 vocabulary words for each grade. They will teach the words in rotation and support in the classroom. 2 words per week. A pre/post	Safety Net meeting agendas, PLC agendas, Benchmark assessments, Illuminate data tracking, Lexia achievement tracking, academic vocabulary lesson plans, ASES tutoring sessions.	Benchmark , Illuminate, Criterion, Lexia achievement tracking, thinking maps, ASES after school tutorial class roles.	DO Title I $2000 Aiming High District funds for substitute $5000 Donation

1.3 II. Opportunity and Equal Educational Access Services include: rTi support for ELA and Math in grades K-8; English Language Learner support in grades K-8; RSP support K-8; coordinated small group instruction during the day, within classroom and pullout. Continue with RtI/Language Rotation four days a week for 30 minutes. Students are flexibly grouped by a review of: CELDT level; CST scores in ELA; local assessment data such as running records, report cards, and benchmark data. EL assistant, Classroom teachers, aids, and RSP teacher all serve groups. Teachers collaborate on the language forms and functions; academic vocabulary, reading comprehension, and writing strategies at their language development level. b)Specialized Staff • rTi teacher/RSP staff • ELD Assistant, RSP Assistant a) After School support/intervention classes in ELA and Math b) Instructional materials/equipment to support classroom intervention f) ASES Program provides supplies and academic support for participating students. Teachers provide homework and extra work to support program. Computer lab is available for students to work on standards based instruction. h) IEP Meetings i) Student Study Team Meetings	Safety Net meeting agendas, PLC agendas, Benchmark assessments, Illuminate data tracking, Lexia achievement tracking, academic vocabulary lesson plans, ASES tutoring sessions, walk-to read passports and data monitoring, ELD scheduling.	Benchmark , Illuminate, Criterion, Lexia achievement tracking, thinking maps, ASES after school tutorial class roles.	$9000 ASES Donation account

III. Staffing and Professional Development All Thomas Page teachers are highly qualified. Staff development includes: Organizing Student Thinking (OST); Write from the beginning; academic vocabulary; EL strategies, gradual release of responsibility model, and RtI. a) 2013-2014 staff development continues in: • OST; • Write from the Beginning; • Pathways to Learning (EL OST); • academic vocabulary, and • EL strategies. • Reading comprehension strategies • Gradual Release of Responsibility • Write from the Beginning • RtI • Every Day Math • Thinking Maps • Sipps • Dibels This professional development is designed to meet the needs identified in the Program Improvement Needs Assessment and analysis of student subgroup achievement results. b) Release time for continued professional development: • in the areas named above and in Gradual Release of Responsibility Model • for teacher to work collaboratively to analyze benchmark assessment data, plan intervention strategies, plan instruction, and monitor focus students	Staff attendance in the following development: OST; Write from the Beginning; Pathways to Learning (EL OST); academic vocabulary, and EL strategies, Reading comprehension strategies, Gradual Release of Responsibility, Write from the Beginning, RtI, Every Day Math, Thinking Maps, Sipps and Dibels.	District resources in professional development, curriculum materials and resources distributed to staff, release time to pursue this development and half days on Tuesdays dedicated to collaboration and staff development.	Title I

IV. Involvement At Thomas Page we nurture involvement and participation in the school community by all. Parents collaborate with school staff by: volunteering in classrooms, serving as art docents, attending PTA and ELAC meetings, going on field trips, planning many extracurricular activities, and serving on the SSC. a) Assessment data shared at SSC, PTA, ELAC, Title I, and parent conferences. b) Newsletter sent home, and online webpage kept current c) School-wide recognition of achievement e) Communication with parents/sign School/Parent Compact f) Kindergarten school tours g)Assemblies h) Robo-call systems for critical information in English and Spanish i) Collaboration with United Way and Schools of Hope Once a month the whole school gathers to recognize students, and share announcements. Parents are invited to attend.	Letters home, agendas, newsletters, phone call lists, tours, recognition, PTA and ELAC agendas, parent sign-in sheet.	Webpage, fliers, meetings ELAC, SSC, PTA and ongoing communication. Updated webpages and mass mailings and robo-calls.	District funds

SMART Goal 2

Thomas Page Academy
Thomas Page Academy **Plan on a Page** **Student Achievement in Mathematics** **2013-2014**
SMART Goal: Provide a safe and respectful learning community.

Actions/Strategies	Results Indicators	Resources	Funding Source
1. Teaching and Learning To ensure a safe and respectful school environment all staff will: support the school-wide discipline plan; model respectful communication; implement the Second Step program to develop social skills and safe behavior choices. At weekly morning gatherings students are recognized for citizenship and practicing their lifeskills. Attendance is carefully monitored and communication with parents is ongoing when there are attendance or tardy concerns. A variety of activities is in place to help students feel involved and connected to the Thomas Page School community. There are also many opportunities for parent involvement and leadership. a) Implement Best Behavior Matrix - Be Safe; Be Respectful; Be Responsible. We created the behavior matrix, reviewed it with students, and sent home to parents. The matrix is reviewed multiple times each year. b) Field trips and assemblies are aligned with essential standards c) Opportunities for field study; school garden; field trips d) Assemblies and guest speakers to support multicultural learning, environmental learning, and promote a safe school environment. e) Instructional Supplies h) Art/Music Docent Program i) Student leadership j) Community Wide Activities k) Ole garden team	Monitoring of behavior and learning data. Increased attendance and volunteer support. Expansion of garden and outdoor learning opportunities along with expanded art and music programs for students of all grade levels.	District support for instruction, and community connections including volunteers and United Way. Support from community and PTA donations.	$5000.00 PTA $1500.00 Donations $3,500 Donation (Accordian Festival)

II. Opportunity and Equal Educational Access b) Safety Net/SST meetings to determine needs and provide interventions c) Intervention Programs d) Behavior Plan	Safety net meetings and SST meetings, interventions and behavior support programs including Check in Check out rti tier 2 intervention.	District resources, illuminate and dibels data, behavior monitoring and Aeries systematic tracking of behavior and interventions.	$1000 Title I
III. Staffing and Professional Development a) Grade level team collaboration b) Establish and maintain Leadership Team c) Safety Committee	Meeting agendas and notes from collaboration and committee meetings.	District resources, Safety committee support, collaboration with Cotati Police department, ongoing development and monitoring.	
IV. Involvement a) Administration/Teacher/Parent/Student Compact b) School Community Events: Back to School Night; Parent Conference Week; Book Fair; PTA events… c) Classroom Volunteers	Increased attendance at Thomas Page activities, meetings and events. Increased participation by parent volunteers and expanded collaboration with outside resources.	PTA, District, United Way, website, communication, Back to School and parent communication folders.	

SMART Goal 3

<table>
<tr><td colspan="4" align="center">**Thomas Page Academy**
Plan on a Page
Culture and Context
2013-2014</td></tr>
<tr><td colspan="4">**SMART Goal:**
Continue to foster close bonds with the community and parents, in particular parents of students identified as at-risk.</td></tr>
</table>

Actions/Strategies	Results Indicators	Resources	Funding Source
Involve parents and partnerships in the creation of a positive, supportive environment which focuses on Positive Behavior Expectations: Be Safe, Be Respectful, Be Responsible. Develop tier two intervention of Check In, Check Out for students at risk. Support tier three behavior intervention with behavior specialist and site psychologist.	Discipline data, Roll sheets and attendance at school events and increased volunteers on campus. Data monitoring for behavior and agendas from meetings discussing at-risk students.	ELAC, SSC, PTA, District behavior support specialist and CICO data and support.	

SMART Goal 4

Thomas Page Academy Plan on a Page 2013-2014
SMART Goal:

Actions/Strategies	Results Indicators	Resources	Funding Source

SMART Goal 5

Thomas Page Academy 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.	$
[X]	Economic Impact Aid/ State Compensatory Education <u>Purpose</u>: Help educationally disadvantaged students succeed in the regular program.	$92,832
[X]	Economic Impact Aid/ English Learner Program <u>Purpose</u>: Develop fluency in English and academic proficiency of English learners	$54,270
[ ]	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

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