

# The Single Plan for Student Achievement

for

## Waldo Rohnert Elementary School

6051692  
CDS Code:

Date of this revision: 11/04/2013

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 .

## **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**

Waldo Rohnert Intermediate School was reconfigured from a 4-6 school to a 3-5 school this year. This allows for increased teacher collaboration, fewer combination classes, and the opportunity for targeted, schoolwide interventions. DIBELS and DAZE has been administered to the entire student body. These assessments showed that in terms of phonics knowledge 70% of third graders, 73% of fourth graders, 70% of fifth graders . As a result, all students participate in targeted reading instruction for their instructional level. Progress monitoring shows student growth and determines whether the intervention needs to be changed.

## 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	242	224	276	63	61	55	9	6	5	7	4	5
Growth API	731	780	766	759	832	829						
Base API	756	732	780	798	759	832	743					
Target	5	5	5	2	5	A						
Growth	-25	48	-14	-39	73	-3						
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	148	143	200	124	118	181	178	175	241	43	33	51
Growth API	709	757	752	702	742	745	719	766	758	600	637	654
Base API	726	709	756	717	704	742	732	721	766	645	600	643
Target	5	5	5	5	5	5	5	5	5			
Growth	-17	48	-4	-15	38	3	-13	45	-8			
Met Target	No	Yes	No	No	Yes	No	No	Yes	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	125	118	112
Percent with Prior Year Data	99.2%	96.6%	100.0%
Number in Cohort	124	114	112
Number Met	88	66	58
Percent Met	71.0%	57.9%	51.8%
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	121	34	123	28	53	77
Number Met	23	26	29	--	22	25
Percent Met	19.0%	76.5%	23.6%	--	41.5%	32.5%
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	Yes	Yes	*	Yes	No

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

**Data Collection and Analysis (Continued)**

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

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	99	100	100	100	100	100	100	100	100
Number At or Above Proficient	114	114	140	34	37	37	--	--		--	--	
Percent At or Above Proficient	47.1	50.9	50.7	54.0	60.7	67.3	--	--	--	--	--	--
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	Yes	Yes	No	No	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	99	100	100	100	100	100
Number At or Above Proficient	61	66	95	51	52	81	75	82	118	14	11	17
Percent At or Above Proficient	41.2	46.2	47.5	41.1	44.1	44.8	42.1	46.9	49.0	32.6	33.3	33.3
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	Yes	Yes	No	--	--	--

**Data Collection and Analysis (Continued)**

**Table 5: Mathematics Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	99	100	100	100	100	100	100	100	100
Number At or Above Proficient	107	130	144	33	44	34	--	--		--	--	
Percent At or Above Proficient	44.2	58.0	52.2	52.4	72.1	61.8	--	--	--	--	--	--
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	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	99	100	100	100	100	100
Number At or Above Proficient	60	72	100	49	56	88	77	97	121	12	14	22
Percent At or Above Proficient	40.5	50.3	50.0	39.5	47.5	48.6	43.3	55.4	50.2	27.9	42.4	43.1
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	--	--	--

**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
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>							***** *	***			*****
<b>1</b>	1	4	6	24	10	40	5	20	3	12	25
<b>2</b>			5	20	12	48	6	24	2	8	25
<b>3</b>	2	13	9	56	4	25	1	6			16
<b>4</b>			12	48	11	44	2	8			25
<b>5</b>			6	43	6	43	2	14			14
<b>6</b>	1	8	8	67	2	17			1	8	12
<b>Total</b>	4	3	46	39	45	38	17	14	6	5	118



**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
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>			1	3	8	25	6	19	17	53	32
<b>1</b>	1	4	6	21	13	46	5	18	3	11	28
<b>2</b>			5	20	12	48	6	24	2	8	25
<b>3</b>	2	12	9	53	5	29	1	6			17
<b>4</b>			14	48	12	41	3	10			29
<b>5</b>	1	7	6	40	6	40	2	13			15
<b>6</b>	1	8	8	67	2	17			1	8	12
<b>Total</b>	5	3	49	31	58	37	23	15	23	15	158

## **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.

API - . The target was 5; actual growth was -12. All numerically significant subgroups made significant growth with the exception of Students with Disabilities who dropped 45 points.

AYP - All numerically significant subgroups made significant growth including Students with Disabilities. The largest gain was for White students with a 6.7% increase. EL students increased by 3%.

### **Include a brief summary analysis statement.**

This statement summarizes the conclusions reached about student performance.

Waldo Rohnert needs to continue focusing on increasing student achievement through progress monitoring and regrouping for targeted interventions.

## 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	42	45		29	34		13	19		16	2	
Grade 3	30	23		28	29		25	26		18	23	
Grade 4	58	61	58	28	22	27	6	12	11	8	6	4
Grade 5	49	52	50	19	33	30	24	10	12	8	4	8
Grade 6	56	60	57	29	34	29	15	4	12	0	2	3
Grade 10												
Grade 11												

### All Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 2	61	68		13	21		19	6		6	4	
Grade 3	44	42		28	32		26	26		2	0	
Grade 4	68	63	64	14	24	26	18	12	10	0	2	0
Grade 5	17	56	60	30	14	21	40	24	12	13	6	7
Grade 6	43	54	34	27	29	45	27	15	17	4	2	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 3	*			*		
Grade 4	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*
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 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

### 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 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 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	42	41		329.7	339.4	
Grade 3	18	21		306.0	303.0	
Grade 4	57	56	53	352.8	353.7	352.3
Grade 5	49	41	45	332.3	340.9	343.6
Grade 6	48	55	58	350.8	357.6	351.4
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	63	55		352.5	365.6	
Grade 3	36	32		329.3	334.4	
Grade 4	66	59	61	353.8	371.6	365.3
Grade 5	14	57	53	297.6	348.5	358.4
Grade 6	36	41	36	334.6	346.5	339.4

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

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

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

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

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

## 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	*	57		*	357.3	
Grade 3	58	*		342.6	*	
Grade 4	50	75	74	353.0	385.2	371.0
Grade 5	50	64	67	344.6	363.1	369.8
Grade 6	62	69	67	356.8	370.6	360.5
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	*	86		*	396.7	
Grade 3	75	*		372.0	*	
Grade 4	75	83	68	374.4	414.0	389.2
Grade 5	18	57	76	305.4	365.6	404.3
Grade 6	54	71	33	352.5	377.5	340.9

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

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

Grade Level	Performance Data by Grade Level Geometry					
	% At or Above Proficient			Mean Scale Score		
	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	44	38		331.8	334.5	
Grade 3	16	25		297.5	312.6	
Grade 4	52	46	27	344.9	339.5	329.3
Grade 5	35	8	9	313.7	304.5	302.2
Grade 6	*	*	13	*	*	312.1
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	69	54		354.3	359.8	
Grade 3	38	38		330.1	342.1	
Grade 4	55	54	47	344.0	358.9	348.1
Grade 5	13	29	23	286.6	310.6	305.5
Grade 6	*	*	4	*	*	297.1

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						

## 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	42	43		331.7	345.1	
Grade 3	23	22		307.6	308.9	
Grade 4	53	54	52	348.5	350.5	350.8
Grade 5	54	44	45	334.6	340.7	345.1
Grade 6	46	62	53	347.4	360.2	345.4
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	62	69		355.2	376.7	
Grade 3	41	41		335.7	349.8	
Grade 4	63	62	59	353.2	374.6	365.8
Grade 5	19	51	54	302.7	344.9	359.2
Grade 6	39	49	31	338.6	353.1	331.9

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

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

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

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

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



## **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.

Our school needs to continue our systematic assessments (DIBELS Benchmarks and Progress Monitoring; Orange, Green, Pink, and Blue Benchmarks) and provide interventions as needed in order to increase student achievement. In addition, student use of Lexia and Dreambox both at school and at home.

### **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.

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

**Part Four: Complete Action Plans for each SMART Goal**

Use the attached templates to complete your action plans.

**SMART Goal 1**

**Waldo Rohnert Elementary School  
Plan on a Page  
Student Achievement in Reading Language Arts  
2013-2014**

**SMART Goal:**

All Waldo Rohnert students will make adequate and yearly academic progress in ELA for the 2012-13 calendar year. Performance gains expected for students: 61% ( up from 50.9%) of ALL Waldo students will reach proficiency or higher to meet California state standards in English/Language Arts, as measured by the California Standards Test ( CST). Also, students who are socially economic disadvantaged will reach 57% (up from 46.9%), English Learners will reach 54% (up from 44.1%) and students that are Hispanic or Latino will reach 57% (up from 46.2%).

<b>Actions/Strategies</b>	<b>Results Indicators</b>	<b>Resources</b>	<b>Funding Source</b>
<p>1.1 Using Guided Planning and Grade Level Collaboration processes:</p> <p>a) Develop standards-based curricular plans.</p> <p>b) Align curriculum with standards, using adopted and supplemental texts</p> <p>c) Analyze CST, CELDT, Benchmarks, class assessments to develop intervention strategies to support student learning</p> <p>d) PLC meetings, grade level support</p>	<p>Student performance on District Benchmark Assessments; Dibels Assessments ( screenings and progress monitoring); results of PLC common assessments; curriculum embedded assessments; results from Lexia</p>	<p>Illuminate; Dibels, Professional Tuesdays; Lexia; document cameras and projectors in classrooms; computers</p>	<p>District funding; Measure D funds; Donations</p>

<p>1.2 Instructional Strategies and Materials</p> <p>a) Identify student needs and teaching strategies to address student needs</p> <p>b) Use Assessments to guide instruction</p> <p>c) use of effective strategies: Staff Development - Gradual Release of Responsibility OST - thinking Maps Peer support observations</p> <p>d) Purchase materials and supplies to support student achievement</p> <p>e) Copy Materials to implement and supplement instruction</p> <p>f) Technology support</p> <p>*educational technology including computers, projectors, printers, video equipment and audio equipment</p>	<p>Student performance on District Benchmark Assessments; Dibels Assessments ( screenings and progress monitoring); results of PLC common assessments; curriculum embedded assessments; results from Lexia</p>	<p>Illuminate; Dibels, Professional Tuesdays; Lexia; document cameras and projectors in classroom; computers</p>	<p>District funding; Measure D funds; Donations</p>
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<p>a) Pilot school wide implementation of DIBELS screener to help inform student instructional/intervention needs grades K-6</p> <p>b) Use of Assessment to inform instruction Benchmark Assessment and writing samples</p> <p>c) Use of effective strategies:</p> <p>Teachers agreed to the implement the following programs/strategies school wide:</p> <ul style="list-style-type: none"> <li>• OST - Thinking Maps and Write from the Beginning</li> <li>• Big 4 Math Facts with weekly tests</li> <li>• Talk in Complete Sentences</li> <li>• Visual Thinking Strategies</li> </ul> <p>d)Academic Vocabulary Title I, EL, and classroom teachers identified 60 vocabulary words for each grade. They will teacher the words in rotation and support in the classroom, 2 words per week. A pre/post assessment will be administered during each trimester.</p> <p>e)copy Materials to implement and supplement instruction</p> <p>h) Technology Support: Assess technology needs and make recommendations</p>			<p>Title 1</p> <p>District funds substitute</p> <p>PTA Donation</p> <p>ELAP Title I carryover</p> <p>\$1200.00</p> <p>\$1000.00</p> <p>\$2000</p>
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<p>II. Opportunity and Equal Educational Access</p> <p>Services include: English Language Learner support in grades 4 - 6; small group targeted reading and writing instruction 4th - 6th</p> <ul style="list-style-type: none"> <li>a) ELL Assistant to assist teachers in providing intervention</li> <li>b) Flexible grouping of students for targeted instruction: grade level re-grouping, etc.</li> <li>c) Literacy support</li> <li>d) Support for students with learning difficulties. Use of specialists to determine learning difficulties for students; assessments for determining learning problems</li> <li>e) Sixth grade transition IEP's</li> <li>f) Support for SST process, classroom teachers attend IEP, SST and safety net meetings</li> <li>g) Each classroom has weekly access to the computer lab; programs to support standards</li> <li>h) 4/5/6/ lunch time tutoring club</li> <li>i) support Waldo school-wide reading program</li> <li>j) VTS materials and training</li> <li>k) Science Olympiad for grades 4 - 6</li> <li>l) "Being there" field study experiences across the curriculum to increase student learning through meaningful like experiences. Writing prompts will sometimes be directed to these experiences</li> </ul>	<p>All students have access to Language arts core curriculum and instruction; Reading and writing experiences are integrated into all other curricular areas; Decreased gap in student achievement; English Learners have 30 minutes a day of ELD instruction</p>	<p>EL Assistant at 15 hours a week; Active PTA to support curricular programs, Lexia , ELD curriculum</p>	<p>District Funding</p> <p>Donations</p> <p>Spec Ed</p> <p>PTA</p>
<p>III. Staffing and Professional Development</p> <p>All Waldo Rohnert teachers are highly qualified.</p> <ul style="list-style-type: none"> <li>a) Professional and Research books</li> <li>b) Grade level collaboration to support; ex: planning lessons; creating rubrics and assessments</li> <li>c) Release time for teachers to peer observe</li> <li>d) Training in the use of effective teaching strategies, for example: PLC's Houghton Mifflin, SDAIE, Differentiated Instruction; Vocabulary instruction; Thinking Maps; ELD instruction; Gradual Release of Responsibility; visual Thinking Strategies</li> </ul>	<p>PLC protocols, and minutes; increased STAR scores; Student use of evidence based reasoning</p>	<p>Staff training in VTS, Illuminate, Lexia, Dibels.</p>	<p>District funding; Measure D funds; Donations</p>

<p>IV. Involvement</p> <p>At Waldo Rohnert we nurture involvement and participation in the school community.</p> <p>a) Assessment data shared at SSC, PTSO, ELAC, and parent conferences.</p> <p>b) Newsletter sent home each trimester</p> <p>c) School-wide recognition of achievement</p> <p>d) Home involvement program through Everyday Math</p> <p>e) Annual Site Council analysis of student data - participation in site plan</p> <p>f) parent access to Lexia on-line reading tool</p>	<p>Minutes of meetings; copies of programs; school site survey results</p>	<p>PTA, Staff</p>	<p>Site funds Donations PTA</p>
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**SMART Goal 2**

**Waldo Rohnert Elementary School  
Plan on a Page  
Student Achievement in Mathematics  
2013-2014**

**SMART Goal:**

All Waldo students will make adequate yearly academic progress in Math for the 2012-13 calendar year. Performance gains expected for students: 68% ( up from 58%) of ALL Waldo students will reach proficiency or higher to meet California state standards in Mathematics, as measured by the California Standards Test ( CST). Also students who are socially economic disadvantaged will reach 66% ( up from 55.4%), English Learners will reach 58% ( up from 47.5%) and students that are Hispanic or Latino will reach 65% ( up from 50.3%)

Actions/Strategies	Results Indicators	Resources	Funding Source
<p>I. Teaching and Learning</p> <p>a) Develop year-long standards-based curricular plans, aligning curriculum with essential standards and benchmark assessments.</p> <p>b) Identify students who are not yet proficient and develop a plan for meeting their needs. Principal and teachers work together to provide support; Safety Net meeting.</p> <p>c) Use assessment to inform instruction and provide summary data. Monthly, teachers examine student work and assessment results and plan goals for improvement.</p> <p>d) Teachers use effective teaching strategies to improve student learning, for example Engagement Strategies, Vocabulary Study; thinking Maps; Gradual Release of Responsibility model of teaching</p> <p>e) Use of technology - hardware and software support - to support teaching strategies; data management; communication; student intervention programs in math ( Dreambox, Khan Academy)</p> <p>f) After-school math intervention classes</p>	<p>Student achievement data from Benchmark assessments; curriculum embedded assessments, PLC common assessments</p>	<p>Harcourt curriculum in grades 4 - 5; sixth grade math curriculum ; Dreambox.</p>	<p>Disctric funds Measure D funding Donations  ASES</p>

<p>II. Opportunity and Equal Educational Access</p> <p>a Grade level PLC meetings to provide format for grade level collaboration; ; ex: planning lessons; creating rubrics and assessments</p> <p>b) Training in use and implementation of effective teaching strategies; for example, PLC's , SDAIE, Differentiated Instruction; Vocabulary Instruction; thinking Maps; Gradual Release of Responsibility</p>	<p>All students have access to math core curriculum and instruction; math experiences are integrated into all other curricular areas</p>	<p>Curriculum materials; Active parent community</p>	<p>District funds Donations</p>
<p>III. Staffing and Professional Development</p> <p>a Grade level PLC meetings to provide format for grade level collaboration; ; ex: planning lessons; creating rubrics and assessments</p> <p>b) Training in use and implementation of effective teaching strategies; for example, PLC's , SDAIE, Differentiated Instruction; Vocabulary Instruction; thinking Maps; Gradual Release of Responsibility</p> <p>c) One teacher from every grade level participating in CCSS Replacement Unit Training</p> <p>d) Number Talks Presentation at Staff Meetings</p> <p>e) Training in staff meetings: MARS tasks - CCSS</p>	<p>Attendance by teachers at district and SCOE math trainings</p>	<p>SCOE District Training Professional Tuesdays</p>	<p>District funds</p>
<p>IV. Involvement</p> <p>a) Parent access to Dreambox - an on-line math tool.</p> <p>b) Site Council analysis of student data</p> <p>C) Dreambox demonstration at ELAC</p>	<p>Data regarding student use and progress in Dreambox; Results from district benchmark assessments</p>	<p>District purchase of Dreambox</p>	<p>District Funds</p>

**SMART Goal 3**

**Waldo Rohnert Elementary School  
Plan on a Page  
Culture and Context  
2013-2014**

**SMART Goal:**

Culture and climate: Waldo Rohnert School will have a safe and respectful learning community, with students following classroom and school wide rules and procedures on a daily basis. Bullying incidents will decrease. This will be accomplished through a variety of effective support programs for students and parents, as measured by office referrals, detention and/or suspension data by May 2013.

<b>Actions/Strategies</b>	<b>Results Indicators</b>	<b>Resources</b>	<b>Funding Source</b>
<p>1. Teaching and Learning</p> <p>To ensure a safe and respectful school environment all staff will: support the schoolwide discipline plan; model respectful communication; use the Second Step program to develop social skills and safe behavior choices in all classes. At weekly assemblies 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.</p> <p>a) Review and update the school wide discipline plan and playground guide.            b) Opportunities for field trips            c) Assemblies and guest speakers            d) Maintain and improve physical environment by encouraging students to take responsibility. Staff teaches and models this behavior.            e) Support for Second Step Program teaching students to have empathy for others; identify and refrain from bullying behaviors.            f) Student leadership            g) BEST training for staff and yard duty (Building Effective Schools Together)            h) Provide incentives for improving attendance            i) Home Teams: activities to build community and expectations for behaviors during first week of school. Follow up activities throughout the year</p>	<p>Reduction in discipline referrals; Decrease in serious violations of school rules; Reduction in incidences of bullying</p>	<p>Second Steps programs; PE teachers, computer lab</p>	<p>District, PTA, donations</p>

Actions/Strategies	Results Indicators	Resources	Funding Source
<p>II. Opportunity and Equal Education access</p> <p>a) Safety Net/SST meetings to determine needs and provide interventions</p> <p>b) Interventions</p> <p>c) Student Leadership</p> <p>d) Art program - VTS</p> <p>e) Assemblies focused on learning behaviors</p> <p>f) Music for 5th grade classes</p>	<p>All students have access to school activities and extracurricular activities; Participation by all groups.</p>	<p>Active parent community; staff</p>	<p>District funds Donations</p>
<p>III. Staffing and Professional Development</p> <p>a) Inservice training - BEST</p> <p>b) Teacher in Charge</p>	<p>Staff participation in training opportunities</p>	<p>District and site expertise</p>	<p>District Funds</p>
<p>IV. Involvement</p> <p>a) School Community Events: Back to School Night; Parent Conference Week; PTA events such as Family Activity Nights, Book Fair; Science Night; Craft night, Ice Cream Social, Halloween Carnival; End of the Year Celebration.</p> <p>b) Life Skills Celebration</p> <p>c) Communication with parent community through flyers, newsletters, annual calendar/handbook; progress reports, website, etc.</p> <p>d) Site council analysis of student data - participation in site plan.</p> <p>e) Testing results and curriculum shared with parents; i.e. PTA, ELAC mtgs.</p> <p>f) Sixth grade teachers send student reports to middle school</p> <p>g) Sixth grade visits to middle and high schools; middle school band concert; teacher and student visits; parent orientation</p> <p>h) Open House / Back to School Nights</p> <p>i) Tours</p> <p>j) ELAC meetings for parents of English learners</p>	<p>All students have access to school activities and extracurricular activities; Participation by all groups; Agendas and minutes from ELAC, Site Council; Calendar of school events</p>	<p>Active parent community; Staff</p>	<p>District funds PTA Donations</p>

**SMART Goal 4**

**Waldo Rohnert Elementary School  
Plan on a Page**

**2013-2014**

**SMART Goal:**

<b>Actions/Strategies</b>	<b>Results Indicators</b>	<b>Resources</b>	<b>Funding Source</b>

**SMART Goal 5**

**Waldo Rohnert Elementary School  
Plan on a Page**

**2013-2014**

**SMART Goal:**

<b>Actions/Strategies</b>	<b>Results Indicators</b>	<b>Resources</b>	<b>Funding Source</b>

## **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 participates 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 participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
<input checked="" type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$79,745
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$103,901
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$
<input checked="" type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education)	\$To be determined
Total amount of state categorical funds allocated to this school *Tier III funds are now moved to “unrestricted.”	\$To be determined



## **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 access to effective instructional practices.*

Action Steps		Proposed Expenditure	Proposed Funding Source
<b>(1) Development of Systemwide Instructional Practices</b>			
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
<b>(2) Alignment of Curriculum and Assessment</b>			

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 12 <sup>th</sup> 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
<b>(1) Data Analysis and Planning through Collaboration Time</b>			
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
<b>(2) Administer and Analyze Diagnostic State Tests</b>			
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
<b>(1) Audit ELD Implementation</b>		
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
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
<b>(2) Engaged, Structured Academic Talk</b>		
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
<b>(3) Systematic Assessment of Students</b>		
Teachers will use formative and summative assessments to determine student mastery of ELD standards for purposes of progress monitoring and instructional calibration.	Progress monitoring assessments 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	
<b>District Marketing Model</b>	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
<b>Educational Summit</b>	Estimated substitute costs for 40 teachers for four days.	\$18,400	Title II
<b>Superintendent's Council</b>	Ongoing	NA	NA
<b>Preschool Parent Education (Avance)</b>	Program provided through Community Action Partnership at no cost to district.	NA	NA
<b>Sliding Fee Preschool Program (4 year olds)</b>	Plans to be determined through consultation with YMCA and/or SSU	NA	NA
<b>HS Student Leadership and Programs to Elementary and Middle School Sites Pathways Development and Outreach Events</b>	Plans in process – Connections calendar under development and a standing item at Administrative Council meetings	NA	NA
<b>Technology Enhanced Communication</b>	Ongoing - Website development, ABI, Etc.	TBD	TBD
<b>District Translation Services</b>	Ongoing position to support home-school communication	Varies	Varies
<b>Kindergarten Intake and Orientation</b>	Plans to be determined.	NA	NA
<b>Beyond the Bell Options - Onsite child care &amp; enrichment programs for before and after school, including HW Club</b>	Currently researching partnership options for development. Have partnered with YMCA and Boys and Girls Club for 21 <sup>st</sup> Century Grant Application.	TBD	Parent fees & ASES

<b>Student Led Site Visits</b>	Students to provide interested parents with tours of their schools as part of district outreach efforts.	NA	NA
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Required State of California and Federal Goals:

**Goal 3: Highly Qualified Teachers**

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

<b>Action Steps</b>		Proposed Expenditure	Proposed Funding Source
<b>Fully Credentialed, HQ Teachers</b>	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.

<b>Action Steps</b>		Proposed Expenditure	Proposed Funding Source
<b>Use Assessment Data to Identify Students</b>			
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.*

<b>Action Steps</b>		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