

# The Single Plan for Student Achievement

for

## Technology High School

49-73882-4930384

CDS Code:

Date of this revision: October 28, 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 12/20/2013.

**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**

## 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	153	166	190	109	116	120	1	0	1	11	18	30
Growth API	916	916	920	928	924	920				897	911	941
Base API	882	916	916	892	929	925				875	898	912
Target	A	A	A	A	A	A						
Growth	34	0	4	36	-5	-5						
Met Target	Yes	Yes	Yes	Yes	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	21	24	27	11	10	13	18	14	27	11	8	7
Growth API	870	863	902	838		886	869	887	886	908		
Base API	811	867	864	728	839		814	869	887	849	909	
Target												
Growth												
Met Target												

**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	3		2
Percent with Prior Year Data	100.0%		100.0%
Number in Cohort	3		2
Number Met	--		--
Percent Met	--		--
NCLB Target	54.6	56.0	57.5
Met Target	*		*

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	0	3			0	2
Number Met	--	--			--	--
Percent Met	--	--			--	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	*	*			*	*

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

**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	99	100	100	98	--	--		100	100	100
Number At or Above Proficient	50	49	52	36	35	32	--	--		--	--	9
Percent At or Above Proficient	92.6	89.1	96.3	94.7	87.5	100.0	--	--	--	--	--	81.8
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	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	9	--		--	--		--	--		--	--	
Percent At or Above Proficient	81.8	--	--	--	--	--	--	--	--	--	--	--
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	--	--	--	--	--	--	--	--	--	--	--	--

**Data Collection and Analysis (Continued)**

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

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	--	--		100	100	100
Number At or Above Proficient	53	52	54	37	39	32	--	--		--	--	11
Percent At or Above Proficient	98.1	94.5	98.2	97.4	97.5	97.0	--	--	--	--	--	100.0
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	Yes	Yes	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	11	--		--	--		--	--		--	--	
Percent At or Above Proficient	100.0	--	--	--	--	--	--	--	--	--	--	--
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	--	--	--	--	--	--	--	--	--	--	--	--

**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	
	#	%	#	%	#	%	#	%	#	%	#	
9			***** *	***								*****
12			***** *	***								*****
Total			***** *	***								*****



**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
	#	%	#	%	#	%	#	%	#	%	#
9			***** *	***							*****
12			***** *	***							*****
Total			***** *	***							*****

## **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 9	98	96	95	2	4	4	0	0	1	0	0	0
Grade 10	88	93	95	11	7	5	2	0	0	0	0	0
Grade 11	89	82	90	11	16	8	0	0	2	0	2	0

### 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 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 9			50			32			11			7
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 9	65	75	88	33	24	12	2	2	0	0	0	0
Grade 10	39	*	*	50	*	*	6	*	*	6	*	*
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 9	*	*	*	*	*	*	*	*	*	*	*	*
Grade 10	76	65	66	18	28	26	3	4	8	3	2	0
Grade 11	70	22	*	13	48	*	17	30	*	0	0	*

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 9	*		*	*		*	*		*	*		*
Grade 10	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	73	68	62	23	26	23	5	6	13	0	0	2

**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 9			*			*
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 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 9			*			*
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 9	*	*	100	*	*	434.5
Grade 10	*	*	91	*	*	410.2
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 9	*	*	100	*	*	434.5
Grade 10	*	*	91	*	*	410.2
Grade 11	*	*	*	*	*	*

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 9	*	*	100	*	*	434.5
Grade 10	*	*	91	*	*	410.2
Grade 11	*	*	*	*	*	*

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 9			*			*
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 9	*	*	*	*	*	*
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 9		*	*		*	*
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 9			*			*
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 9	*	*	85	*	*	405.6
Grade 10	73	*	*	362.7	*	*
Grade 11	*	73	*	*	374.0	*

### 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 9	*	*	85	*	*	405.6
Grade 10	73	*	*	362.7	*	*
Grade 11	*	73	*	*	374.0	*

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 9	*	*	85	*	*	405.6
Grade 10	73	*	*	362.7	*	*
Grade 11	*	73	*	*	374.0	*

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 9			*			*
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 9	*	*	*	*	*	*
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 9	97	95	95	416.6	416.3	417.8
Grade 10	93	90	94	399.1	400.9	396.1
Grade 11	91	85	93	397.8	408.0	408.9

### 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 9	97	95	95	416.6	416.3	417.8
Grade 10	93	90	94	399.1	400.9	396.1
Grade 11	91	85	93	397.8	408.0	408.9

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 9	97	95	95	416.6	416.3	417.8
Grade 10	93	90	94	399.1	400.9	396.1
Grade 11	91	85	93	397.8	408.0	408.9

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 9			50			355.1
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 9	70	74	88	375.5	384.2	417.1
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 9	*	*	*	*	*	*
Grade 10	77	68	72	418.8	383.4	377.0
Grade 11	65	14	*	363.6	324.6	*

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 9	*			*		
Grade 10	*	*	*	*	*	*
Grade 11	81	78	59	384.2	404.0	364.3

## 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 9		*	*		*	*
Grade 10	*			*		
Grade 11		*			*	

### English Learner Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 9		*	*		*	*
Grade 10	*			*		
Grade 11		*			*	

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 9		*	*		*	*
Grade 10	*			*		
Grade 11		*			*	

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 9			*			*
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 9		*			*	
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 9	*	*	82	*	*	394.5
Grade 10	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*

### Socio-Economically Disadvantaged Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 9	*	*	*	*	*	*
Grade 10	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*

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 9	*	*	*	*	*	*
Grade 10	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*

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 9			*			*
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 9	*	*	*	*	*	*
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.

### **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=ln">http://www.ed.gov/help/site/expsearch/index.html?src=ln</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**

**Technology High School  
Plan on a Page  
Student Achievement in Reading Language Arts  
2013-2014**

**SMART Goal:**

Technology High School students, grades 9-12, will make adequate and yearly academic progress for the 2011-11 school year.

<b>Actions/Strategies</b>	<b>Results Indicators</b>	<b>Resources</b>	<b>Funding Source</b>
<p>I. Alignment of Instruction with Content Standards</p> <p>a. Use identified California Standards, California Curriculum Frameworks, and District Standards to plan instruction.</p> <p>b. Distribute and review CST Blueprints to teachers who teach assessed subject areas.</p> <p>c. Teachers will review CST results and modify curriculum and instruction to ensure students are provided curriculum and instruction to meet the CST assessed standards.</p> <p>d. Develop curriculum map of THS courses.</p>			TBD
<p>II. Curriculum Development</p> <p>a. Provide ongoing curriculum development using research-based guided planning models.</p>			TBD

<p>III. Instructional Strategies and Materials</p> <p>a. Use research-based instructional strategies to teach skills and strategies.</p> <p>b. Use standards-aligned materials matched to student needs</p> <p>c. Upgrade technology, including hardware and software, within the classrooms and provide necessary support.</p> <p>d. Update school website and provide necessary support.</p> <p>e. Provide copied materials to improve instruction.</p> <p>f. Students counseled to take appropriate college courses not offered at THS.</p> <p>g. Projects, assignments, and grades will be available online for all classes.</p> <p>h. Peer-tutoring and assistance from SSU students will be available to support students</p>			TBD
<p>IV. Increased Educational Opportunity</p> <p>a. Use curriculum meeting staff collaboration time to increase availability of cross-curricular experiences for students through interdisciplinary projects.</p> <p>b. Align THS class schedule with SSU/SRJC class schedule to allow students access to college classes during the day.</p>			TBD

<p>V. Intervention</p> <p>a. Provide small group instruction for students to improve skills through peer tutoring and before and after school support.</p> <p>b. Schedule Marathon Meetings to review student progress with teaching and administrative staff.</p> <p>c. Schedule Student Study Team (SST) Meetings to assist at-risk students with strategies to improve student achievement.</p> <p>d. Schedule Individualized Education Plan (IEP) meetings to assist at-risk students with strategies to improve student achievement.</p> <p>e. Regularly review student progress with school staff.</p> <p>f. Transition IEPs as needed</p>			TBD
<p>V. Other teaching and Learning</p> <p>a. Provide instruction in leadership, Essential Abilities, conservation, computers, Yearbook, speech, etc..</p> <p>b. Release time to organize and plan, including WASC, leadership, other activities, etc.</p>			TBD
<p>Staffing and Professional Development</p> <p>I. Professional Learning Community (PLC)</p> <p>a. Participate in professional development on Professional Learning Communities.</p>			TBD

<p>II. Curriculum, Instruction, and Assessment</p> <p>a. Participate in professional development on integrating technology within the curriculum and the use of technology to communicate with the school community.</p> <p>b. Participate in professional development on technology tools, including Edusoft, web pages, online grading programs, etc.</p> <p>c. Participate in professional development to analyze data and collaborate to make instructional improvements</p>			TBD
<p>III. Other Professional Development and Collaboration</p> <p>a. Provide ongoing staff training in proven practices to support students in academic areas, including industry-based training</p> <p>b. Increase teacher knowledge of curriculum, instruction, and assessment by attending workshops and conferences</p> <p>c. Release time to attend workshops and conferences.</p> <p>d. Release time to review curriculum, instruction, and assessments and develop strategies for improving student achievement.</p>			TBD

<p>Assessment</p> <p>I. Readiness</p> <p>a. Prepare students for test-taking skills</p> <p>II. Administration</p> <p>a. Classroom and school assessments, benchmark assessments, End-of-course assessments, etc. Test preparation and test-taking materials</p> <p>III. Review</p> <p>a. Review and set goals for student and school performance</p> <p>b. Use student achievement data to plan program and interventions</p> <p>IV. Reporting</p> <p>a. Inform parents and students of assessment information via report card, mail, and conferences.</p>			TBD
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**SMART Goal 2**

**Technology High School  
Plan on a Page  
Student Achievement in Mathematics  
2013-2014**

**SMART Goal:**

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

**SMART Goal 3**

**Technology High School  
Plan on a Page  
Culture and Context  
2013-2014**

**SMART Goal:**

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

**SMART Goal 4**

**Technology High 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**

**Technology High 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
California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$
Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$
High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$
Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$
Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$
School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$
School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
Tobacco-Use Prevention Education <u>Purpose:</u> 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 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