The Single Plan for Student Achievement

for

Lawrence E. Jones Middle School

49738826112981
CDS Code:

Date of this revision: October 23, 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
MISSION
Lawrence E. Jones Middle School is a diverse community of learners united by the strong conviction that opportunity comes through education. We promote learning as discovery, through independent thinking as well as cooperative learning. We strive to model and encourage integrity in a positive and respectful environment. We recognize the potential of every student and offer a rigorous curriculum that is relevant for today's fast changing world and equips our students for the challenges of tomorrow. We recognize and reward perseverance as students begin to take responsibility for their futures. We honor the service of both students and staff, and are committed to the physical, social, and emotional well-being of our school community. To our students and to one another, we offer support and guidance that is rooted in a profound sense of responsibility for the enormously important work we share.

VISION
The aim of Lawrence E. Jones Middle School is to graduate responsible and productive citizens with strong critical thinking and academic skills by providing a rigorous, dynamic, comprehensive curriculum delivered in partnership with the community, family and a competent, qualified staff in a safe and caring environment. We use the California Department of Education's Twelve Recommendations for Middle School Success as a foundation upon we will ensure student success at Lawrence E. Jones Middle School.

A review of the 2012 and 2013 academic data

General
1. The 2011-12 school year was the secondyear we tested as Lawrence Jones Middle School. LJMS retained the school number and AYP/API scores from Creekside Middle School so our second year of testing was a recalibration of scores for the merged LJMS student population.
2. While the 2012 scores showed a large drop in school API; the 2013 scores showed an increase across the board.

English-Language Arts
1. While we did not meet the AYP in all subgroups, due to an increase in scores LJMS received Safe Harbor for ELA with the exception of our English Language Learners.
2. Our API went up in all areas with the exception of our White that missed the API by 1 point and our Student with Disabilities missed their Base API by seven points.

Math
1. We did not meet the AYP in any of our subgroups by a range of 31.1-49.8%. We did have a slight increase in the percentage of English Learners and socioeconomic disadvantage students who were at or above proficient.
2. Our achievement gap between our White and Hispanic populations is almost 18%.

CELDT
1. Out of 127 tested English Learners, Advanced=12%, Early Advance=61%, Intermediate=24%, and Early Intermediate=3%

2.	Out of 90 Level 4 and 5 students 11 were redesignated in 2012-13,

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	933	882	890	465	467	446	25	24	26	47	44	40
Growth API	751	763	779	798	799	802	701	715	723	853	842	877
Base API	800	750	777	817	797	810	805	701	735	863	863	849
Target	A	5	5	A	3	A						
Growth	-49	13	2	-19	2	-8						
Met Target	No	Yes	No	No	No	Yes						

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	344	295	319	237	223	226	427	405	443	130	119	122
Growth API	680	704	727	628	651	674	674	687	730	565	561	562
Base API	755	679	724	706	630	674	733	674	707	677	568	585
Target	5	6	5	5	9	6	5	6	5		12	11
Growth	-75	25	3	-78	21	0	-59	13	23		-7	-23
Met Target	No	Yes	No	No	Yes	No	No	Yes	Yes		No	No

Data Collection and Analysis (Continued)

Table 2 - Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	**2011-12**	**2012-13**
Number of Annual Testers			92
Percent with Prior Year Data			100.0%
Number in Cohort			92
Number Met			70
Percent Met			76.1%
NCLB Target	54.6	56.0	57.5
Met Target			**Yes**

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					7	88
Number Met					--	55
Percent Met					--	62.5%
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target					*	**Yes**

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

Data Collection and Analysis (Continued)

Table 3 - Title III Accountability (District Data)

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

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

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

Data Collection and Analysis (Continued)

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

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	100	99	99	100	100	97	100	100	100	100	100
Number At or Above Proficient	478	510	470	282	309	261	11	15	14	33	29	29
Percent At or Above Proficient	51.3	57.8	52.9	60.6	66.2	58.5	44.0	62.5	53.8	70.2	65.9	72.5
AYP Target: ES/MS	**67.6**	**78.4**	**89.2**	**67.6**	**78.4**	**89.2**	**67.6**	**78.4**	**89.2**	**67.6**	**78.4**	**89.2**
AYP Target: HS	**66.7**	**77.8**	**88.9**	**66.7**	**77.8**	**88.9**	**66.7**	**77.8**	**88.9**	**66.7**	**77.8**	**88.9**
Met AYP Criteria	No	Yes	No	No	Yes	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	100	99	99	100	98	99	100	100	99	99	98
Number At or Above Proficient	127	127	130	58	65	63	148	171	195	43	34	27
Percent At or Above Proficient	37.1	43.1	41.0	24.7	29.1	28.1	34.8	42.2	44.0	33.1	28.6	22.5
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	No	No	No	Yes	No	No	No	No

Data Collection and Analysis (Continued)

Table 5: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	99	99	99	99	100	97	100	100	100	100	100
Number At or Above Proficient	385	362	423	229	221	233	9	8	9	29	26	30
Percent At or Above Proficient	41.4	41.4	47.7	49.4	47.8	52.5	36.0	33.3	34.6	61.7	59.1	75.0
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	No	No	Yes	No	No	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	99	99	99	99	99	98	99	99	99	99	99	98
Number At or Above Proficient	103	88	117	54	55	67	117	117	174	27	27	30
Percent At or Above Proficient	30.2	30.0	36.8	23.1	24.8	29.8	27.6	29.1	39.4	20.8	22.7	25.0
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	No	No	Yes	No	No	No	No	No	Yes	No	No	No

Data Collection and Analysis (Continued)

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

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

School and Student Performance Data

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

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
7	8		34		18		5		1		66

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.

General
1. The 2010-11 school year was the first year we tested as Lawrence Jones Middle School. LJMS retained the school number and AYP/API scores from Creekside Middle School so our first year of testing was a recalibration of scores for the newly merged LJMS student population.
2. While the 2011 scores showed a large drop in school API; the 2012 scores showed an increase across the board.

English-Language Arts
1. While we did not meet the AYP in all subgroups, due to an increase in scores LJMS received Safe Harbor for ELA with the exception of our English Language Learners.
2. Our API went up in all areas with the exception of our White that missed the API by 1 point and our Student with Disabilities missed their Base API by seven points.

Math
1. We did not meet the AYP in any of our subgroups by a range of 31.1-49.8%. We did have a slight increase in the percentage of English Learners and socioeconomic disadvantage students who were at or above proficient.
2. Our achievement gap between our White and Hispanic populations is almost 18%.

CELDT
1. Out of 127 tested English Learners, Advanced=12%, Early Advance=61%, Intermediate=24%, and Early Intermediate=3%
2.   Out of 90 Level 4 and 5 students 11 were redesignated in 2012-13,

Include a brief summary analysis statement.
This statement summarizes the conclusions reached about student performance.
While we have not met our AYP goals, we feel we are on track to do so. The merger of the two middle schools and shift to a predominately 7-8 grade configuration has changed our demographics.

California Standards Test

All Students
English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 6	93	94	78	7	6	19	0	0	2	0	0	1
Grade 7	51	59	51	30	25	31	14	11	13	5	5	5
Grade 8	51	60	50	24	26	32	15	11	12	11	3	7
Grade 10												
Grade 11												

All Students
Mathematics

Grade Level	Performance Data by Grade Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 6	80	97	71	20	3	23	0	0	4	0	0	3
Grade 7	46	47	49	28	26	29	21	20	17	4	7	5

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 8	22	14	31	29	33	28	35	36	28	15	16	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 8	45	48	60	32	29	28	20	20	10	3	4	1
Grade 10												
Grade 11												

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

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

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

California Standards Test

African American Students
English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 6		*	*		*	*
Grade 7	*	*	54	*	*	346.3
Grade 8	55	75	*	351.5	365.0	*
Grade 10						
Grade 11						

African American Students
Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 6		*	*		*	*
Grade 7	45	*	38	352.6	*	336.4

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 8	*	*	*	*	*	*

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 8	*	*	*	*	*	*
Grade 10						
Grade 11						

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

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

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

California Standards Test

Asian Students
English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 6	*	*	*	*	*	*
Grade 7	67	63	75	384.8	389.1	401.1
Grade 8	76	79	65	381.8	380.8	380.8
Grade 10						
Grade 11						

Asian Students
Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 6	*	*	*	*	*	*
Grade 7	74	71	67	405.3	407.1	383.3

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 8	*	*	*	*	*	*

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 8	57	63	*	389.1	383.1	*
Grade 10						
Grade 11						

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

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

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

California Standards Test

Hispanic/Latino Students
English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 6	*	*	76	*	*	372.6
Grade 7	34	43	40	329.4	341.6	340.3
Grade 8	39	47	35	330.6	344.2	332.7
Grade 10						
Grade 11						

Hispanic/Latino Students
Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 6	*	*	48	*	*	360.0
Grade 7	34	33	41	325.7	333.0	337.3

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 8	17	11	20	302.3	297.4	306.7

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 8	45	45	63	335.6	344.6	363.5
Grade 10						
Grade 11						

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

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

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

California Standards Test

White Students
English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 6	91	95	78	405.2	431.2	387.4
Grade 7	63	68	59	368.8	368.4	367.3
Grade 8	57	65	56	356.6	372.1	360.6
Grade 10						
Grade 11						

White Students
Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 6	86	95	78	383.8	448.1	395.3
Grade 7	56	54	54	367.2	356.4	360.0

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 8	30	22	39	315.6	307.4	327.4

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 8	45	49	52	350.4	352.2	359.8
Grade 10						
Grade 11						

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

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

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

California Standards Test

English Learner Students
English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 6			*			*
Grade 7	12	7	8	305.1	306.4	302.0
Grade 8	10	13	11	291.1	309.2	298.9
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 6			*			*
Grade 7	14	15	18	300.3	301.0	308.6

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 8	13	8	10	291.5	287.4	280.1

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 8	*	*	*	*	*	*
Grade 10						
Grade 11						

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

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

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

California Standards Test

Socio-Economically Disadvantaged Students
English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 6	*	*	67	*	*	370.0
Grade 7	31	43	43	327.7	340.4	347.5
Grade 8	39	46	42	330.9	345.3	334.8
Grade 10						
Grade 11						

Socio-Economically Disadvantaged Students
Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 6	*	*	49	*	*	349.2
Grade 7	30	34	41	324.5	333.8	339.0

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 8	17	11	26	300.6	295.2	310.9

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 8	40	39	67	336.7	327.3	370.2
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.
1. Close the achievement gap between White subgroup and our Hispanic, English Learner, Socioeconomic Disadvantaged and Students with Disabilities subgroups. We will target the CELDT Intermediate level as that is the level of the majority of our English Learners.
2. Continue to embed the LJMS Way--Cornerstones of Integrity, Perseverance, Service and Sense of Discovery to build and strengthen a strong school culture where early adolescents can grow and learn.

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.
1.Student groups participating in this goal: Subgroups: English Language Learners, Socio-economically disadvantaged, Hispanic subgroups have the greatest achievement gap. However, our white subgroup has not met all its AYP growth targets.

1A Proficiency in Reading/Language Arts
All students will attain proficiency or above in Reading/Language Arts as measured on the Reading/Language Arts CST.
All significant subgroups will demonstrate adequate yearly progress needed to achieve safe harbor.
1) The percentage of students each subgroup performing below the proficient level in Reading/Language Arts will decrease by at least 10 percent of that percentage from the preceding school year.
2) Each subgroup will meet the participation rate criteria for state testing.
3) Each subgroup will demonstrate at least a one-point growth in the API.

2.Proficiency in Mathematics
All students will attain proficiency or above in mathematics as measured on the Mathematics CST.
All significant subgroups will demonstrate adequate yearly progress needed to achieve safe harbor.

4) The percentage of students each subgroup performing below the proficient level in mathematics will decrease by at least 10 percent of that percentage from the preceding school year.
5) Each subgroup will meet the participation rate criteria for state testing.
6) Each subgroup will demonstrate at least a one-point growth in the API .

3. LJMS will have a safe, supportive, and respectful school climate and culture that creates an environment that is conducive to positive, relevant and rigorous educational programs.
In 2012-13 when compared to 2011-12,
student absences will decrease by 25%;
discipline referrals and suspensions will decrease by 30%;

number of students with 80 Jaguar Merits at the end of each semester will increase by 10%;
number of students on the honor roll will increase by 15% and
80% of students will be recognized with a student recognition award.

Part Three: Analysis of Proven or Promising Strategies

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

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

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

Part Four: Complete Action Plans for each SMART Goal

Use the attached templates to complete your action plans.

SMART Goal 1

<table>
<tr><td colspan="1">

Lawrence E. Jones Middle School
Plan on a Page
Student Achievement in Reading Language Arts
2013-2014

</td></tr>
<tr><td>

SMART Goal:
Student groups participating in this goal: Subgroups: English Language Learners, Socio-economically disadvantaged, Hispanic subgroups have the greatest achievement gap. However, our white subgroup has not met all its AYP growth targets.

1A Proficiency in Reading/Language Arts
All students will attain proficiency or above in Reading/Language Arts as measured on the Reading/Language Arts CST. All significant subgroups will demonstrate adequate yearly progress needed to achieve safe harbor.
1) The percentage of students each subgroup performing below the proficient level in Reading/Language Arts will decrease by at least 10 percent of that percentage from the preceding school year.
2) Each subgroup will meet the participation rate criteria for state testing.
3) Each subgroup will demonstrate at least a one-point growth in the API.

</td></tr>
</table>

Actions/Strategies	Results Indicators	Resources	Funding Source
Alignment of instruction with content standards:

Alignment of curriculum, instruction, and materials to content and performance standards.

Pacing guides developed and implemented by core subject department for grades 6-8.

Students take 3 benchmarks/year that are aligned with state standards in English Language Arts | Teachers follow pacing guide and assess students are regularly to check for learning gaps. | | Site

100

300 |

Improvement of instructional strategies and materials: All teachers are trained and supported in the use of Thinking Maps. A cohort of teachers is participate in Peer Coaching Active Student Engagement strategies (ASE) training and receive additional support to implement ASE strategies in their classrooms. The purpose is to increase the amount of time that students are engage and on task. Services provided by the regular program that enable underperforming students to meet standards. Research-based educational practices to raise student achievement	New teachers are trained and are using Thinking Maps in their classes. Teachers are more familiar with ASE and use them with increasing frequency. Co-teaching pilot in 8th grade ELA so teachers can re-teach subject matter. Teacher workshops, in-school Intervention program, Students on Academic Recovery (SOAR) Increase of student study teams with grade level teams. ELD classes are provided for English Learners, SDAIE strategies are used by teachers.	ASE peer coaches Substitutes-release time	PACTIN grant 14,000 28,000

Extended learning time: All ELL students performing at the beginning, early intermediate or intermediate levels on the CELDT shall be enrolled in an ELD support class. All ELL students will receive sheltered instruction in their core curriculum (Math, English, History and Science) from teachers who are trained and authorized to provide such instruction. ELL assistants will work with students individually and in sheltered classes and ELD classes to support student learning. Reading support class is provided for 14-28 7/8th grade students in addition to a standard English class using READ 180. Teacher offer lunchtime and after-school workshops to provide students additional support. Promotion After-School Support (after-school intervention support) for 8th graders	Promotion After-School Support (after-school intervention support) for 8th graders increases promotion rate. Increase of redesignated students. ELD students move up a quintile on the CELDT.		General Fund EIA Site 3,000 70,000
Increased educational opportunity: Student participation in school, district, county, state, national and international academic competitions, such as but not limited to Geography Bee Math Counts Speech and Debate Spelling Bee Robotics	Students will practice higher-level thinking and problem solving through participation in academic competitions	PTSA Donations	Site Donation 500

Staff development and professional collaboration: 2012-13 teaching cohort selected for Peer Coaching Active Student Engagement strategies training and support. School Leadership Team (Core Department chairs) participate in Sonoma Leadership Network Release time for teachers to observe each other's classes	Leadership Team bring back information and Train teachers on Gradual Release of Responsibility and Close Text/text dependent questions		PACTIN grant Title 2/C&I 14,000 Site Donation
Involvement of staff, parents and community: School Website/Teacher Webpages School Marquee School Display cases Inform parents of student progress by sending home progress reports, report cards, missing assignment report, and phone calls home. Use school auto-dialer to notify parents of school events and announce in Spanish and English Spanish Hotline School Site Council—data analysis ELAC PTSA ExLPA MSABC Parent nights Back to school Night Open House Guest Speakers Parenting Seminars	Increase in teacher webpages so parents can access classroom /Homework assignments. Parents are more informed and work closer with teachers and the school.		General Fund ELAP District PTSA

Auxiliary services for students and parents: August Jump Start and Orientation RCHS fall visit ExL parent night LJ Academy Parent Night 6th/7th Grade class tour 6th/7th grade parent night Lunchtime clubs and activities: Robotics Drawing Interact/Rotary Spanish Club Homework Lunch Intramurals Teacher Workshops Glee Anime Middle School Career Exploration Program/Grant	Students are more engaged in organized activities during lunchtime and demonstrated by a decrease in student conflict. CTE field trips CTE Robotics CLub		SCOE Grant
Monitoring program implementation and results: LJMS Leadership Team Department Meetings School Site Council	Departments review content data. Leadership Team reviews school wide content and culture data. SSC reviews programs and achievement data.		

SMART Goal 2

<table>
<tr><td colspan="4">Lawrence E. Jones Middle School
Plan on a Page
Student Achievement in Mathematics
2013-2014</td></tr>
<tr><td colspan="4">SMART Goal:
Proficiency in Mathematics
All students will attain proficiency or above in mathematics as measured on the Mathematics CST.
All significant subgroups will demonstrate adequate yearly progress needed to achieve safe harbor.

4) The percentage of students each subgroup performing below the proficient level in mathematics will decrease by at least 10 percent of that percentage from the preceding school year.
5) Each subgroup will meet the participation rate criteria for state testing.
6) Each subgroup will demonstrate at least a one-point growth in the API .</td></tr>
</table>

Actions/Strategies	Results Indicators	Resources	Funding Source
lignment of instruction with content standards:	Teachers follow pacing guide and assess students are regularly to check for learning gaps.		Site
Alignment of curriculum, instruction, and materials to content and performance standards.			Site
			100
Pacing guides developed and implemented by core subject department for grades 6-8.			300
Students take 3 benchmarks/year that are aligned with state standards in Math.			

Improvement of instructional strategies and materials: All teachers are trained and supported in the use of Thinking Maps. A cohort of teachers is participate in Peer Coaching Active Student Engagement strategies (ASE) training and receive additional support to implement ASE strategies in their classrooms. The purpose is to increase the amount of time that students are engage and on task. Services provided by the regular program that enable underperforming students to meet standards. Research-based educational practices to raise student achievement	New teachers are trained and are using Thinking Maps in their classes. Teachers are more familiar with ASE and use them with increasing frequency. Co-teaching pilot in 8th grade ELA so teachers can re-teach subject matter. Teacher workshops, in-school Intervention program, Students on Academic Recovery (SOAR) Increase of student study teams with grade level teams. ELD classes are provided for English Learners, SDAIE strategies are used by teachers.	peer coaches Substitutes-release time	OST grant PACTIN grant see Goal 1

Extended learning time: All ELL students performing at the beginning, early intermediate or intermediate levels on the CELDT shall be enrolled in an ELD support class. All ELL students will receive sheltered instruction in their core curriculum (Math, English, History and Science) from teachers who are trained and authorized to provide such instruction. ELL assistants will work with students individually and in sheltered classes and ELD classes to support student learning. Reading support class is provided for 14-28 7/8th grade students in addition to a standard English class using READ 180. Teacher offer lunchtime and after-school workshops to provide students additional support. Promotion After-School Support (after-school intervention support) for 8th graders	Promotion After-School Support (after-school intervention support) for 8th graders increases promotion rate. Increase of redesignated students. ELD students move up a quintile on the CELDT.		General Fund EIA Site 3,000 70,000

Increased educational opportunity: Student participation in school, district, county, state, national and international academic competitions, such as but not limited to Geography Bee Math Counts Speech and Debate Spelling Bee Robotics Provide technology (hardware and software) that provides students access to their work, the internet and school website from anywhere on campus Provide opportunities for students to explore the real world (field trips, student leadership, college visits) Translation services for printed material and meetings	Students will practice higher-level thinking and problem solving through participation in academic competitions		Site Donation Technology Fundraiser proceeds SCOE Grant MSABC ELAP PTSO 500 As needed 2500 $500 $3800
Staff development and professional collaboration: 2010-11 teaching cohort selected for Peer Coaching Active Student Engagement strategies training and support. School Leadership Team (5 Department chairs) participate in Sonoma Leadership Network Release time for teachers to observe each other's classes Provide support for new teachers, new teacher orientation and ongoing support	Leadership Team bring back information and Train teachers on Gradual Release of Responsibility and Close Text/text dependent questions		PACTIN grant Title 2/C&I District see Goal 1

Involvement of staff, parents and community: School Website/Teacher Webpages School Marquee School Display cases Inform parents of student progress by sending home progress reports, report cards, missing assignment report, and phone calls home. Use school auto-dialer to notify parents of school events and announce in Spanish and English Spanish Hotline School Site Council—data analysis ELAC PTSA ExLPA MSABC Parent nights Back to school Night Open House Guest Speakers	Increase in teacher webpages so parents can access classroom /Homework assignments. Parents are more informed and work closer with teachers and the school.		
Auxiliary services for students and parents: August Jump Start and Orientation RCHS fall visit ExL parent night LJ Academy Parent Night 6th/7th Grade class tour 6th/7th grade parent night Lunchtime clubs and activities: Robotics Drawing Interact/Rotary Spanish Club Homework Lunch Intramurals Teacher Workshops Glee Anime Middle School Career Exploration Program/Grant	Students are more engaged in organized activities during lunchtime and demonstrated by a decrease in student conflict. CTE field trips		SCOE Grant

Monitoring program implementation and results: LJMS Leadership Team Department Meetings School Site Council	Departments review content data. Leadership Team reviews school wide content and culture data. SSC reviews programs and achievement data.		

SMART Goal 3

<table>
<tr><td colspan="4">

Lawrence E. Jones Middle School
Plan on a Page
Culture and Context
2013-2014
</td></tr>
<tr><td colspan="4">

SMART Goal:
LJMS will have a safe, supportive, and respectful school climate and culture that creates an environment that is conducive to positive, relevant and rigorous educational programs. In 2012-13 when compared to 2011-12, student absences will decrease by 25%; discipline referrals and suspensions will decrease by 30%; number of students with 80 Jaguar Merits at the end of each semester will increase by 10%; number of students on the honor roll will increase by 15% and 80% of students will be recognized with a student recognition award.
</td></tr>
</table>

Actions/Strategies	Results Indicators	Resources	Funding Source
Alignment of instruction with content standards: Alignment of curriculum, instruction, and materials to content and performance standards. Pacing guides developed and implemented by core subject department for grades 6-8. Students take 3 benchmarks/year that are aligned with state standards	Students on the honor roll will increase by 15% from the prior year.		
Improvement of instructional strategies and materials: All teachers are trained and supported in the use of Thinking Maps. A cohort of teachers is participate in Peer Coaching Active Student Engagement strategies (ASE) training and receive additional support to implement ASE strategies in their classrooms. The purpose is to increase the amount of time that students are engage and on task. Services provided by the regular program that enable underperforming students to meet standards. Research-based educational practices to raise student achievement	Academic rigor will be evident in all classrooms. Student grades and CST scores will increase.		

Actions/Strategies	Results Indicators	Resources	Funding Source
Increased educational opportunity: Student participation in school, district, county, state, national and international academic competitions, such as but not limited to Geography Bee Math Counts Speech and Debate Spelling Bee Robotics Provide technology (hardware and software) that provides students access to their work, the internet and school website from anywhere on campus Provide opportunities to recognize and honor LJMS' global diversity Provide opportunities for students to explore the real world (field trips, student leadership, college visits) Provide opportunities for special school wide events Noontime activities Embed LJMS Four Cornerstones and Student Recognition Honor Assemblies Strengthen citizenship program--Jaguar Merit Program	Start the first week of school with Cornerstone Week. At least once a trimester, schedule a reSTATE day to review and reinforce Cornerstone Week.		Site Donation Technology Fundraiser CTE grant

Actions/Strategies	Results Indicators	Resources	Funding Source
Staff Development- One Wednesday/month (usually 2nd Wednesday) (minimum day schedule) Staff Development 1.5 hours, Department meetings 1.0 hour Staff development activities planned and led by Leadership Team * Common Core State Standards * ASE * Thinking Maps * Academic Vocabulary * Gradual Release of Responsibility * Close reading * Text Dependent questions * Use of technology--G6 lab, laptop cart, Illuminate, Teacher Webpages, ABI portals and gradebook, etc * Cornerstones Second Wednesday/month (usually 3rd Wednesday) minimum day schedule Staff Meeting 1.0 hour Team Meeting 1.5 hours Staff Meeting Cornerstone work--preparation for 2013 Cornerstone Week Continuation of work from staff development Wednesday			

Actions/Strategies	Results Indicators	Resources	Funding Source
Involvement of staff, parents and community: School Website/Teacher Webpages Inform parents of student progress by sending home progress reports, report cards, missing assignment report, and phone calls home. Use school auto-dialer to notify parents of school events and announce in Spanish and English Spanish Hotline School Site Council—data analysis ELAC PTSO ExLPA Second Cup of Coffee w/Principal Parent nights Back to school Night Open House Guest Speakers Parent Education Night series Every Minute Counts—attendance Assessments—Benchmarks, STAR results How to use School website, Aeries attendance Dealing with early adolescents and behaviors			
Auxiliary services for students and parents: August Jump Start and Orientation RCHS fall visit ExL parent night 6th Grade class tour 6th grade parent night Lunchtime clubs and activities: Robotics Drawing Interact/Rotary Spanish Club Homework Lunch Intramurals Anime Middle School Career Exploration Program/Grant			

Actions/Strategies	Results Indicators	Resources	Funding Source
Monitoring program implementation and results: LJMS Leadership Team Department Meetings School Site Council			

SMART Goal 4

Lawrence E. Jones Middle School Plan on a Page NA 2013-2014
SMART Goal:

Actions/Strategies	Results Indicators	Resources	Funding Source

SMART Goal 5

Lawrence E. Jones Middle School Plan on a Page NA 2013-2014
SMART Goal:

Actions/Strategies	Results Indicators	Resources	Funding Source

Part Five: **Conduct Advisory Committee Review and Certification**

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

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

Form C: **Programs Included in this Plan**

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

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

APPENDIX

CRPUSD LEA Plan and Title III Year IV Plan

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

Leadership Commitment

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

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

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

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

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

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

Strategy: **Assessment and Progress Monitoring**

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

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

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

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

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

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

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

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

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

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

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

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

Required State of California and Federal Goals:

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

Strategy: **Academic Support Classes for Acceleration**

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

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

Goal 5C: Increase Enrollment in AP Classes

Strategy: **Outreach and Education**

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

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

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

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