The Single Plan for Student Achievement

for

Monte Vista Elementary School

49-73882-6109169
CDS Code:

Date of this revision: 11/08/2013

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
Monte Vista staff, students, and families are a community of learners committed to working together to provide a positive, safe, engaging learning environment in which each student achieves high academic and behavioral expectations and acquires and uses thinking skills to become a contributing member of society.

Just as our mascot, the mountain lion, is proud and purposeful, our staff, students, and families move forward with pride, confidence, and optimism to achieve excellence. Monte Vista is exceptionally proud of the progress made this year, with an 813 API score. To support our population of 575 students, staff has developed effective systems that support student achievement in standards based content, learning behaviors, and use of higher level thinking skills in real world applications.
Monte Vista develops our instructional program and school wide improvement efforts addressing the following:

• What are students expected to know and learn?
• What are the expected levels of performance and how will students demonstrate learning?
• What will we, the staff, do to ensure student success?

Monte Vista offers an instructional program designed to maximize student achievement. Through on-going professional development and collaborative work, teachers have knowledge and understanding of the content standards and expected performance levels and share this information with parents and students. It is our goal that all students understand what the standards are and how to move toward proficient and beyond in English language arts, and math and meet grade level standards in science and history/social science.
Instruction is carefully and thoughtfully planned, using assessment data from a variety of sources. STAR data and local standards based tools provide specific information on student performance. Annual assessment provides programmatic and individual data. More immediate data is gathered from regularly scheduled assessments including district and school-based trimester assessments and daily and weekly classroom measures. Analysis of data identifies areas for improvement and successes for continuation.
Grade level teams design year-long curriculum maps to assure balance and coverage of essential content standards and learning behaviors. Year-long improvement goals and shorter term trimester goals direct units and daily lessons. Grade level teams meet throughout the year and during the summer to analyze student work and plan instruction. Cross-grade level teams have identified research-based instructional strategies in ELA and math which are being implemented throughout the grades. Professional development promotes continuous individual and team learning focused on standards and identified student needs.
The results of our comprehensive work can be seen in any classroom. Teachers are passionate about students' learning; they utilize their knowledge of curriculum, assessment, and instruction to provide an engaging learning environment

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	435	451	415	233	239	221	4	6	4	28	22	17
Growth API	830	820	813	824	835	831				928	934	929
Base API	821	831	819	818	824	834				930	928	934
Target	A	A	A	A	A	A						
Growth	9	-11	-6	6	11	-3						
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	120	139	134	93	98	99	149	169	199	64	55	48
Growth API	804	769	762	800	791	758	779	760	758	630	614	647
Base API	790	808	769	782	802	790	744	782	758	576	633	614
Target	5	A	5	5	A	5	5	5	5			
Growth	14	-39	-7	18	-11	-32	35	-22	0			
Met Target	Yes	No	No	Yes	No	No	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			102
Percent with Prior Year Data			100.0%
Number in Cohort			102
Number Met			63
Percent Met			61.8%
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					109	27
Number Met					28	--
Percent Met					25.7%	--
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	Yes	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	Yes	No

Data Collection and Analysis (Continued)

Table 3 - Title III Accountability (District Data)

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

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

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

Data Collection and Analysis (Continued)

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

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	99	99	100	99	99	100	100	100	100	100	100
Number At or Above Proficient	263	266	228	140	154	133	--	--		23	18	13
Percent At or Above Proficient	60.5	59.1	55.5	60.1	64.7	60.7	--	--	--	82.1	81.8	76.5
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	No	No	Yes	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	98	100	98	99	100	97	98	99	98	96	99	94
Number At or Above Proficient	65	63	59	48	46	42	71	72	87	19	12	14
Percent At or Above Proficient	54.2	45.3	44.7	51.6	46.9	43.3	47.7	42.6	44.4	29.7	22.2	31.1
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	No	No	Yes	No	No	Yes	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	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	285	287	264	151	154	149	--	--		25	21	14
Percent At or Above Proficient	65.5	63.8	63.6	64.8	64.4	67.4	--	--	--	89.3	95.5	82.4
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	No	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	98	100	100	99	100	100	98	99	100	96	99	100
Number At or Above Proficient	67	77	72	56	60	53	80	82	97	23	22	22
Percent At or Above Proficient	55.8	55.4	53.7	60.2	61.2	53.5	53.7	48.5	48.7	35.9	40.7	45.8
AYP Target: ES/MS	**68.5**	**79.0**	**89.5**	**68.5**	**79.0**	**89.5**	**68.5**	**79.0**	**89.5**	**68.5**	**79.0**	**89.5**
AYP Target: HS	**66.1**	**77.4**	**88.7**	**66.1**	**77.4**	**88.7**	**66.1**	**77.4**	**88.7**	**66.1**	**77.4**	**88.7**
Met AYP Criteria	No	No	No	Yes	Yes	No	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
	#	%	#	%	#	%	#	%	#	%	#

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.
While our overall API score, and the scores of some subgroups, such as White and Asian, are over 800, we have subgroups that are not reaching set goals. Our lowest subgroup is SWD, API 647; however, this subgroup made 33 point gain from 2012.

Include a brief summary analysis statement.
This statement summarizes the conclusions reached about student performance.
The growth in our SWD subgroup indicate that we are being successful in moving students within this group toward proficiency. An area we need to examine is the performance on the CST for our EL students.

California Standards Test

All Students
English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 2	44	51	51	28	21	21	18	11	13	10	17	15
Grade 3	65	47	35	22	36	42	11	11	19	2	7	4
Grade 4	80	75	61	15	21	23	5	3	15	0	0	1
Grade 5	64	71	73	30	24	22	5	5	4	1	1	1
Grade 6	56	57	77	32	33	18	10	9	5	3	1	0
Grade 10												
Grade 11												

All Students
Mathematics

Grade Level	Performance Data by Grade Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 2	65	52	57	17	25	23	9	14	10	10	9	10
Grade 3	82	78	66	12	14	21	7	5	12	0	3	0
Grade 4	82	76	66	12	15	25	6	7	8	0	2	1
Grade 5	59	63	71	29	20	20	10	14	9	3	3	1
Grade 6	45	55	53	36	30	38	18	12	10	1	3	0

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

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

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

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

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

California Standards Test

African American Students
English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 2	*	*		*	*	
Grade 3		*	*		*	*
Grade 4	*		*	*		*
Grade 5		*			*	
Grade 6	*		*	*		*
Grade 10						
Grade 11						

African American Students
Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 2	*	*		*	*	
Grade 3		*	*		*	*
Grade 4	*		*	*		*
Grade 5		*			*	
Grade 6	*		*	*		*

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

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

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

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

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

California Standards Test

Asian Students
English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 2	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*
Grade 10						
Grade 11						

Asian Students
Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 2	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*

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

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

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

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

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

California Standards Test

Hispanic/Latino Students
English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 2	32	41	41	322.2	333.1	329.5
Grade 3	46	25	25	345.3	316.9	324.9
Grade 4	79	58	40	384.1	369.6	336.3
Grade 5	59	53	61	357.1	353.8	373.2
Grade 6	50	45	*	351.2	346.1	*
Grade 10						
Grade 11						

Hispanic/Latino Students
Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 2	48	53	50	338.1	342.7	339.4
Grade 3	60	67	58	383.6	359.3	369.9
Grade 4	87	69	47	384.9	375.9	347.9
Grade 5	46	50	64	352.3	345.5	392.3
Grade 6	33	42	*	340.7	344.3	*

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

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

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

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

California Standards Test

White Students
English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 2	50	59	58	342.4	343.1	362.6
Grade 3	71	55	42	375.0	354.0	348.0
Grade 4	76	81	71	378.7	398.1	382.4
Grade 5	61	78	78	368.8	379.6	382.6
Grade 6	56	61	74	358.8	366.0	368.1
Grade 10						
Grade 11						

White Students
Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 2	68	52	62	369.4	354.9	377.6
Grade 3	90	80	71	427.2	410.0	399.7
Grade 4	72	77	76	391.3	412.6	396.6
Grade 5	58	62	71	378.3	377.5	407.5
Grade 6	46	59	50	358.2	364.3	350.4

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

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

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

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

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

California Standards Test

English Learner Students
English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 2	39	32	28	333.8	333.0	312.0
Grade 3	38	27	18	323.4	322.4	323.9
Grade 4	*	50	41	*	355.5	334.3
Grade 5	*	33	33	*	338.9	337.3
Grade 6	*	15	*	*	317.2	*
Grade 10						
Grade 11						

English Learner Students
Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 2	61	63	36	358.2	354.8	322.0
Grade 3	59	80	59	370.5	385.1	373.7
Grade 4	*	71	41	*	365.9	344.0
Grade 5	*	33	47	*	327.3	347.6
Grade 6	*	31	*	*	320.1	*

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

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

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

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

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

California Standards Test

Socio-Economically Disadvantaged Students
English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 2	26	33	41	316.3	320.3	334.3
Grade 3	61	23	20	357.7	322.0	319.2
Grade 4	72	52	43	372.5	368.9	341.6
Grade 5	50	61	57	356.1	364.5	365.0
Grade 6	35	51	88	342.8	353.0	374.3
Grade 10						
Grade 11						

Socio-Economically Disadvantaged Students
Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 2	50	40	39	346.3	318.4	332.1
Grade 3	71	55	49	387.0	358.1	365.0
Grade 4	80	56	43	372.2	363.6	351.6
Grade 5	35	53	53	348.1	353.6	369.6
Grade 6	38	49	56	339.8	351.0	352.9

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

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

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

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

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

Part Two: Addressing the Performance Gaps

The purpose of this section is to set priorities and specific goals. Your priorities are based upon the synthesis you developed above. Your goals flow from these priorities.

Note: CA regulations state that the SPSA must address how funds will be used to "improve the academic performance of all students to the level of the performance goals, as established by the API." Also, regulations state that "The SPSA must align with the local educational agency (LEA)."

Select Priorities

Based upon analysis of data, prior school goals and district goals, set priorities or focus areas for your plan.

Based upon analysis of data, prior school and district goals, our priorities for the coming year focus on the academic gains of our EL students and students with disabilities.

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.

All students will demonstrate growth in Language Arts (reading and writing) and math annually. The goal for students to reach proficient and above is detailed as SMART goals. These goals identify the growth necessary to achieve API and AYP. We will not have CST results to use for a measure in 2014, so we will be looking at ELA results as measured in DIBELS and CORE Phonics Survey. In Mathematics, we will use curriculum based assessments in EveryDay Math to measure progress.

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

Monte Vista Elementary School Plan on a Page Student Achievement in Reading Language Arts 2013-2014
SMART Goal: All students will demonstrate growth in Language Arts (reading and writing). The goal for students to reach proficient and above is detailed below. These goals identify the growth necessary to achieve API and AYP. Students at Monte Vista will make adequate progress for the 2013-2014 school year. 75% of all students will reach proficiency in Language Arts. We will not have CST results to use for a measure in 2014, so we will be looking at ELA results as measured in DIBELS and CORE Phonics Survey.

Actions/Strategies	Results Indicators	Resources	Funding Source
Teaching and Learning 1. Reading instruction will include a balance of skills/concepts and comprehension. Higher level thinking will be an integral part of comprehension across all grade levels (using the cognitive taxonomy). Houghton Mifflin Reading will be used as the core resource for reading instruction. 2. Teachers use effective teaching strategies to improve student learning, for example: KAM strategies; Fetzer Writing and Comprehension strategies; and Thinking Maps. 2. Instructional strategies taught across the grade levels will include prediction, questioning, clarifying, summarizing, evaluating, and use of decoding skills. 3. a.Common agreed upon procedural vocabulary for teaching these strategies will be used consistently in all curricular areas. b.An academic vocabulary program designed to increase student comprehension will be an integral part of the instructional program across the grade levels c. Application of learning for standards will be integrated in art, music, PE. 4. Updated computer technology and software is available for lab and classroom use to support instruction across the curriculum including language arts practice (Lexia & Criterion) 5. Field Studies, speakers, and authors will enable students to extend classroom learning by relating and applying what they learn in the classroom to the real world. 6. School wide and in grade level teams, intervention strategies will be identified and used to support student achievement.	Student performance on District Benchmark Assessments, DIBELS (screenings and progress monitoring), results on common grade-level assessments, Lexia, and curriculum based measurements.	Illuminate, DIBELS, Professional Tuesdays, Lexia, document cameras and projectors in classrooms, tablet computers.	District funds, Measure D, donations

Opportunity and Equal Educational Access 1. Flexible groupings of students for targeted instruction: Walk to Read and Teir II intervention 2. ELD student support in the classroom; classroom teachers will utilize SDAIE strategies to help ELD learners access the curriculum. 3. RSP services for identified students will support students accessing the core curriculum and learning strategies to be independently successful. 6. EL assistant will work with principal to coordinate CELDT testing and management of program requirements. EL assistant will work with identified EL students in the classroom providing instructional support under the direction of the teacher.	All students have access to Language Arts core curriculum and instruction. Reading and writing activities are integrated into various content areas.	EL assistant 15 hours a week, Lexia	District Funds, PTA funds

Staffing and Professional Development: 1.Grade level PLC meetings will be held throughout the year to plan instruction and evaluate student progress 2. PLC meetings will be structured for year long professional development of effective instructional practice using Gradual Release of Responsibility model. This framework will guide teachers instruction with Focus Lessons, Productive Group Work, and Guided Instruction. Teachers will practice strategies, observe each other, gather data on effect on student performance. 3.Staff will have opportunities to be trained in use of computers and other technology that supports student learning and management of instructional data. 4.Staff will have opportunities to attend workshops and conferences that support improving reading instruction, writing, math, and thinking skills. Focus areas will be: • Organized Student Thinking • Write From The Beginning • using Nancy Fetzer's strategies in writing • academic vocabulary • supporting special needs students including ELD • effectively analyzing student data/work and using information to plan instruction • assessment • learning behaviors and impact on learning • integrating the arts, social studies, science with language arts • district sponsored training 5. Training in learning the new Common Core standards and in teaching strategies used in	PLC protocols and minutes	Staff training in Illuminate, Lexia, computers, and DIBELS	District funding, Measure D, Donations

Involvement of staff, parents and community: 1. Goal Setting conferences are held in the fall. Parents, students, and the teacher will develop goals with the student. A goals form will be printed for this conference. 2. Spring student led conferences are held in May and June. Students share their progress in reaching their goals and other academic achievements. 3.District Report Cards based on achieving grade level standards are used to communicate student progress 4.Homework expectations are shared and reviewed with parents at BTSN and during the year. Regular homework is intended to provide students with extra practice and parents with information and examples of what students are learning. 5. STAR assessment data is mailed to families in August. School wide data is shared at SSC and PTA presentations. Individual conferences are available at anytime to discuss test results. • Grade level expectations are shared with parents at Back To School Night, through classroom newsletters and other communications, and conferences. • Conferences between teacher/parents/students will be available as needed. • The School and PTA newsletter is sent home 4-6 times a year. • Monthly PTA and SSC meetings provide opportunities to learn about school programs, achievement progress, and participate in improving the school community. • School wide events designed to build a strong school community are held throughout the year.	Meeting minutes, school site survey results	PTA; staff	District funded, donations

Governance and Administration 1. School Site Council meets each trimester to monitor and review school improvement programs, develop goals, and approve budgets. The committee membership is 5 parents representative and 5 school site representatives. Bylaws identify the rules and procedures used by SSC 2. Staff provides input through surveys and SSC representatives in the monitoring and adjusting of school improvement plans each spring. 3. SSC conducts parent surveys every two years for the purpose of gathering input for program revisions. 4. Annual evaluation of program effectiveness is used to plan the next year's improvement program.			

SMART Goal 2

Monte Vista Elementary School Plan on a Page Student Achievement in Mathematics 2013-2014
SMART Goal: All students will demonstrate growth in Mathematics. The goal for students to reach proficient and above is detailed below. These goals identify the growth necessary to achieve API and AYP. Students at Monte Vista will make adequate progress for the 2013-2014 school year. 75% of all students will reach proficiency in Math.   We will not have CST results to use for a measure in 2014, so we will be looking at ELA results as measured in using curriculum based assessments in EveryDay Math.

Actions/Strategies	Results Indicators	Resources	Funding Source
Teaching and Learning 1. Develop a year long, standards-based curricular plans, aligning/curriculum with Common Core essential standards and benchmark assessments 2. Use assessment to inform instruction and provide summary data. Teachers review student work and assessment results and plan goals for improvement. 3. Updated computer technology and software is available for lab and classroom use to support instruction across the curriculum including math problem solving. 4. a.Common agreed upon procedural vocabulary for teaching mathematical strategies will be used consistently b.An academic vocabulary program designed to increase student comprehension will be an integral part of the instructional program across the grade levels 5. Field Studies and speakers will enable students to extend classroom learning by relating and applying what they learn in the classroom to the real world. 6. School wide and in grade level teams, intervention strategies will be identified and used to support student achievement.	Student achievement data from benchmark assessments, curriculum based measurements	EverDay math curriculum (K-5), dreambox	site funds, donations, District and Measure D funds

Opportunity and Equal Educational Access 1. Flexible groupings of students for targeted instruction 2. ELD student support in the classroom; classroom teachers will utilize SDAIE strategies to help ELD learners access the curriculum. 3. Specialists used for identified students that will support students accessing the core curriculum and learning strategies to be independently successful. 4. Each classroom has weekly access to the computer lab; programs to support standards (Dreambox)	All students have access to math core curriculum and instruction, math experiences are integrated into all other curricular areas.	Curriculum materials	District funds, donations

Staffing and Professional Development: 1.Grade level PLC meetings will be held throughout the year to plan instruction and evaluate student progress 2. PLC meetings will be structured for year long professional development of effective instructional practice using Gradual Release of Responsibility model. This framework will guide teachers instruction with Focus Lessons, Productive Group Work, and Guided Instruction. Teachers will practice strategies, observe each other, gather data on effect on student performance. 3.Staff will have opportunities to be trained in use of computers and other technology that supports student learning and management of instructional data. 4.Staff will have opportunities to attend workshops and conferences that support improving reading instruction, writing, math, and thinking skills. Focus areas will be: • Organized Student Thinking • Write From The Beginning • using Nancy Fetzer's strategies in writing • academic vocabulary • supporting special needs students including ELD • effectively analyzing student data/work and using information to plan instruction • assessment • learning behaviors and impact on learning • integrating the arts, social studies, science with language arts • district sponsored training 5. Training in learning the new Common Core standards and in teaching strategies used in	Meeting protocols, district math trainings	Professional Tuesdays, District trainings	District funds

Involvement of staff, parents and community: 1. Goal Setting conferences are held in the fall. Parents, students, and the teacher will develop goals with the student. A goals form will be printed for this conference. 2. Spring student led conferences are held in May and June. Students share their progress in reaching their goals and other academic achievements. 3.District Report Cards based on achieving grade level standards are used to communicate student progress 4.Homework expectations are shared and reviewed with parents at BTSN and during the year. Regular homework is intended to provide students with extra practice and parents with information and examples of what students are learning. 5. Parent access to Dreambox (online math program) 6. Home involvement through EveryDay math curriculum.	Data regarding student use and progress in Dreambox, results from district benchmark assessments	Dreambox, EveryDay math curriculum	District funds, donations

SMART Goal 3

<table>
<tr><td colspan="4" align="center">**Monte Vista Elementary School**
Plan on a Page
Culture and Context
2013-2014</td></tr>
<tr><td colspan="4">**SMART Goal:**
All students will have a safe and respectful learning community, with students following school wide expectations and classroom rules.</td></tr>
</table>

Actions/Strategies	Results Indicators	Resources	Funding Source
Standards, Assessment, & Accountability 1. School wide Behavior expectations will be based on Lifeskills and common sense procedures. They are reviewed and modified in August. 2. Each class will develop a behavior management system that promotes the learning of behaviors that support learning and positive social interaction. 3. Learning Behavior Committee will research and share strategies for improving student learning through use of effective behaviors. 4. Behavior Guidelines for lunch, games at recess, lining up will be developed and explicitly taught and reinforced. 5. Opportunities for leadership and service will be developed for 5th graders as part of a Community Service program.			

Actions/Strategies	Results Indicators	Resources	Funding Source
Teaching and Learning 1. School wide behaviors and expectations will be taught, modeled, and reinforced with all students. These expectations will be sent home for discussion and signed and acknowledgement of acceptance returned to school. 2. Classroom rules and behaviors will be communicated to students and parents throughout the year. They will be taught, modeled, and reinforced. 3. Second Step will be used to teach and reinforce appropriate social and learning relationships. 4. All staff including classified and certificated will problem solve using lifeskills as expected behaviors. The 3 step rule and Give Me 5 will be used throughout the school.	Reduction in discipline referrals, decrease in serious violations of school expectations, reduction in incidences of bullying.	Second Step Curriculum, Sensory tools, PE, Lifeskills, computer Lab.	Donations, Measure D funds, District funds
Opportunity & Equal Educational Access 1. Counseling will offer referred students support in learning responsibility, good decision making, peer relationships and support for loss. 2. DIS counseling available on limited basis for student with identified behavior needs. 3. Attendance and Discipline will be monitored. Students with frequent and excessive absences/tardies will work with the principal to develop a plan for improvement. Students who may be required to make up missed time. 4. SST meetings 5. Assemblies focused on positive behaviors 6. Band (5th grade)	All students have access to school activities and extracurricular activities	Staff, Parent community	Donations, District funds

Actions/Strategies	Results Indicators	Resources	Funding Source
Staffing and Professional Development 1. Learning Behavior committee will present strategies and rationale for targeted areas to staff. 2. Training for noon supervisors and other classified staff will be offered during the year so that everyone has shared understanding of rules and procedures.	Staff participation in training opportunities	District and site staff	District funds

SMART Goal 4

Monte Vista Elementary School Plan on a Page
2013-2014
SMART Goal:

Actions/Strategies	Results Indicators	Resources	Funding Source

SMART Goal 5

Monte Vista Elementary School Plan on a Page 2013-2014
SMART Goal:

Actions/Strategies	Results Indicators	Resources	Funding Source

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

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

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

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

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

	State Programs	**Allocation**
[ ]	California School Age Families Education <u>Purpose</u>: Assist expectant and parenting students succeed in school.	$
[X]	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.	$
[ ]	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.	$
[X]	School and Library Improvement Program Block Grant <u>Purpose</u>: Improve library and other school programs.	$
[X]	School Safety and Violence Prevention Act <u>Purpose</u>: Increase school safety.	$
[X]	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