The Single Plan for Student Achievement

for

Marguerite Hahn Elementary School

49-73882-6099246
CDS Code:

Date of this revision: 11/8/13

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:

Contact Person:	Teresa Ruffoni
Position:	Principal
Telephone Number:	707.588.5675
Address:	825 Hudis Street
	Rohnert Park, CA 94928
E-mail Address:	teresa_ruffoni@crpusd.org

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

Marguerite Hahn Elementary is one of six elementary schools in the Cotati Rohnert Park Unified School District. Marguerite Hahn is a kindergarten through fifth grade school in the suburb of Rohnert Park. It is adjacent to Honeybee Park. Hahn's current enrollment is 489 students. The expectation and culture of being safe, respectable and responsible towards each other are promoted through the Life Skills. The Life Skills are taught, and reinforced school wide. Students are honored at monthly Life Skills assemblies. Academic accomplishments are recognized as well with an emphasis of doing one's personal best and reinforcing high academic standards.

Parent participation is an integral part of Hahn's school climate. Parents can be seen daily working in classrooms, participating in the Art Docent Program, and Garden Program. Hahn has a highly active PTA which sponsors monthly family fun nights as well as supporting educational activities. Parents are encouraged to be active partners in our school community.

Student achievement is a focus at Hahn and teachers meet regularly to monitor student progress toward meeting specific learning objectives. Students who need additional support are provided interventions. Teachers strive to provide an engaging and rich learning environment. Classrooms incorporate project based learning and living history days into the curriculum. Hahn participates in Science Olympiad and the County Spelling Bee. Additional after school learning opportunities such as music and chess are available. Visual Thinking Strategies are used school wide to support higher order thinking skills. At Hahn we strive to support our student's gain critical thinking and problem solving, communication, collaboration and creativity skills needed in the 21st Century enabling them to be college and career ready.

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	346	333	311	226	209	200	5	8	6	21	12	7
Growth API	825	835	825	834	842	845				939	948	
Base API	836	825	836	850	833	843				923	939	948
Target	A	A	A	A	A	A						
Growth	-11	10	-11	-16	9	2						
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	68	75	71	53	47	42	95	87	111	66	69	63
Growth API	773	798	767	807	809	770	771	764	761	673	708	719
Base API	765	773	798	810	807	809	776	771	764	702	673	711
Target	5	5	2				5	5	5		6	5
Growth	8	25	-31				-5	-7	-3		35	8
Met Target	Yes	Yes	No				No	No	No		Yes	Yes

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	54	48	45
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	54	48	45
Number Met	34	33	27
Percent Met	63.0%	68.8%	60.0%
NCLB Target	54.6	56.0	57.5
Met Target	**Yes**	**Yes**	**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	54	14	41	16	40	14
Number Met	12	--	12	--	12	--
Percent Met	22.2%	--	29.3%	--	30.0%	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	**Yes**	*	**Yes**	*	**Yes**	*

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

Data Collection and Analysis (Continued)

Table 3 - Title III Accountability (District Data)

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

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

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

Data Collection and Analysis (Continued)

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

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	208	206	190	141	137	130	--	--		18	12	
Percent At or Above Proficient	60.1	61.9	61.1	62.4	65.6	65.0	--	--	--	85.7	100.0	--
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	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	31	35	33	28	26	18	48	33	50	22	29	28
Percent At or Above Proficient	45.6	46.7	46.5	52.8	55.3	42.9	50.5	37.9	45.0	33.3	42.0	44.4
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	Yes	No	No	--	--	Yes	No	No	No	Yes	Yes

Data Collection and Analysis (Continued)

Table 5: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	217	228	206	144	146	139	--	--		21	10	
Percent At or Above Proficient	62.7	68.5	66.2	63.7	69.9	69.5	--	--	--	100.0	83.3	--
AYP Target: ES/MS	**68.5**	**79.0**	**89.5**	**68.5**	**79.0**	**89.5**	**68.5**	**79.0**	**89.5**	**68.5**	**79.0**	**89.5**
AYP Target: HS	**66.1**	**77.4**	**88.7**	**66.1**	**77.4**	**88.7**	**66.1**	**77.4**	**88.7**	**66.1**	**77.4**	**88.7**
Met AYP Criteria	No	Yes	No	Yes	Yes	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	34	48	40	33	30	23	53	53	60	28	37	36
Percent At or Above Proficient	50.0	64.0	56.3	62.3	63.8	54.8	55.8	60.9	54.1	42.4	53.6	57.1
AYP Target: ES/MS	**68.5**	**79.0**	**89.5**	**68.5**	**79.0**	**89.5**	**68.5**	**79.0**	**89.5**	**68.5**	**79.0**	**89.5**
AYP Target: HS	**66.1**	**77.4**	**88.7**	**66.1**	**77.4**	**88.7**	**66.1**	**77.4**	**88.7**	**66.1**	**77.4**	**88.7**
Met AYP Criteria	No	Yes	No	No	--	--	No	Yes	No	No	Yes	Yes

Data Collection and Analysis (Continued)

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

Grade	2012-13 CELDT (Annual Assessment) Results										Number Tested
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		
	#	%	#	%	#	%	#	%	#	%	#
K							********	***	********	***	********
1	1	10	5	50	3	30	1	10			10
2			2	22	5	56	2	22			9
3			3	38	4	50	1	13			8
4			2	29	5	71					7
5	2	33	4	67							6
6	3	50	2	33					1	17	6
Total	6	13	18	38	17	35	5	10	2	4	48

School and Student Performance Data

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

Grade	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**
K	1	10			2	20	4	40	3	30	10
1	1	9	5	45	3	27	1	9	1	9	11
2			2	22	5	56	2	22			9
3			3	38	4	50	1	13			8
4			2	25	6	75					8
5	2	33	4	67							6
6	3	50	2	33					1	17	6
Total	7	12	18	31	20	34	8	14	5	9	58

2012-13 CELDT (All Assessment) Results

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.

Teachers analyze data from CST, CELDT, LAS and site assessments to plan instruction. In grade level teams, teachers align state standards with district adopted texts and benchmark periods. Teachers meet in Professional Learning Communities to analyze date and review results to monitor student progress and develop differentiated strategies to assist all learners.

While our overall API score and the scores of some of our subgroups such as White and Asian are over 800, we have subgroups that are not reaching the goal's we have set. Our Hispanic subgroup is a subgroup that did not reach its goal and will need to be addressed to support those students.

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

School Site council conducts a yearly survey to analyze the effectiveness of the programs the school offers. Our students with disability subgroup made a growth of 8 points. Continue focus on monitoring the progress of students in the subgroups (SED and Hispanic) are needed. Almost all EL students in the 5th and 6th grade are early advanced or advanced. They are moving upward in learning English but that is not correlating to their performance in CST's.

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	60	62	52	31	23	31	6	12	14	3	3	3
Grade 3	49	46	48	31	32	36	13	15	13	7	6	4
Grade 4	75	66	71	23	29	22	1	3	3	0	2	3
Grade 5	69	69	77	28	29	15	3	2	5	0	0	3
Grade 6	57	79	63	23	16	28	17	5	8	3	0	3
Grade 10												
Grade 11												

All Students
Mathematics

Grade Level	Performance Data by Grade Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 2	60	65	73	26	27	20	13	8	7	0	0	0
Grade 3	66	65	65	21	25	28	13	11	7	0	0	0
Grade 4	86	81	78	13	16	16	1	3	6	0	0	0
Grade 5	63	80	73	25	9	15	11	9	10	1	2	3
Grade 6	47	57	49	25	31	41	22	11	10	7	0	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	50	50	31	358.9	349.1	342.4
Grade 3	23	29	47	315.7	334.2	339.5
Grade 4	75	38	57	378.0	349.7	370.2
Grade 5	69	64	58	366.6	379.7	358.8
Grade 6	*	69	*	*	358.9	*
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	56	55	53	360.5	367.8	346.5
Grade 3	46	64	59	344.9	363.1	396.1
Grade 4	67	85	93	390.3	383.6	394.1
Grade 5	63	73	75	374.4	418.2	379.7
Grade 6	*	54	*	*	351.7	*

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

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

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

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

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

California Standards Test

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	61	68	57	373.1	365.9	362.5
Grade 3	53	51	52	363.4	352.5	360.9
Grade 4	77	73	76	380.2	383.7	400.6
Grade 5	70	70	80	384.0	375.5	381.0
Grade 6	63	78	62	360.9	380.6	364.5
Grade 10						
Grade 11						

White Students
Mathematics

Grade Level	Performance Data by Grade Level Mathematics					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Grade 2	61	73	78	370.3	398.2	389.4
Grade 3	67	62	77	401.2	381.9	425.2
Grade 4	89	83	77	408.8	413.7	401.4
Grade 5	63	82	69	388.4	406.2	396.8
Grade 6	49	58	50	351.2	370.0	359.6

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		
	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	46	*	31	359.2	*	345.9
Grade 3	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*
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	54	*	58	352.8	*	363.6
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

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	59	41	24	355.7	339.6	322.3
Grade 3	39	29	27	332.2	322.3	327.1
Grade 4	77	47	57	386.6	348.3	363.0
Grade 5	57	54	63	381.3	384.2	353.1
Grade 6	50	57	50	337.9	354.4	367.3
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	59	71	53	359.3	370.1	345.6
Grade 3	61	67	47	367.3	362.8	369.1
Grade 4	85	73	78	410.6	383.5	374.3
Grade 5	57	86	56	394.5	407.5	377.4
Grade 6	50	29	58	346.1	339.9	358.3

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						

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 socioeconomic students, Hispanic or Latino and English Learners.

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.
Hahn Students will make adequate progress for the 2013-14 calendar year: 75% of all students will reach proficiency in Language Arts and Math, as measured by the CST. Also students that are socioeconomically disadvantaged will reach 60% proficiency in ELA and English Learners will reach 70% in ELA. In Math, English learners will reach 75% and SED will reach 70%. It is important to note that these goals were the same for 2012-2013 and were not reached at that time. We will not have CST results to use for a measure for 2014, so we will be looking at ELA results in Dibels, Phonic Surveys and Benchmark Assessments. In Math we will use the curriculum embedded assessments in Everyday Math as well as our benchmark assessments.

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

Marguerite Hahn Elementary School Plan on a Page Student Achievement in Reading Language Arts 2013-2014
SMART Goal: All Hahn students will make adequate yearly academic progress in ELA for the 2013-14 calendar year. Performance gains expected for students: 75% (up from 61.1%) of ALL Hahn students will reach proficiency or higher to meet California state standards in English/Language Arts, as measured by multiple measures including Dibels, Phonic Survey and district benchmarks since we will not be administering the CST. Also,students who are socially economic disadvantaged will reach 60% (up from 45%) English Learners will reach 70% (up from 42.9%) and students that are Hispanic or Latino will reach 60% (up from 46.5%).

Actions/Strategies	Results Indicators	Resources	Funding Source
1.1 Teaching and Learning: a) Develop year-long, standards-based curricular plans, aligning Common Core curriculum with essential standards and benchmark assessments. b) Identify students who are not yet proficient and develop a plan for meeting their needs. Principal and teachers work together to provide support; Walk to Read meetings, Learning Center Meetings, Student Study Team Meeting, PLC meetings. c) Use assessments to inform instruction and provide summary data. Monthly, teachers examine student work and assessment results and plan goals for improvement. d) Teachers use effective teaching strategies to improve student learning, for example: KAM strategies including blueprints, Write From the Beginning Writing strategies, Vocabulary Study of School Wide Academic language, Thinking Maps, Gradual Release of Responsibility model of teaching e) Use of technology - hardware and software support to supplement student achievement: Illuminate, Core5, Dreambox, Criterion, Dibels reports/progress monitoring software. f) Implement school wide programs and strategies to increase student learning: Spelling Bee, Student Leadership, Visual Thinking Strategies, Big4 Math.	Student performance on District Benchmark Assessments; Dibels Assessments (screenings and progress monitoring); results of PLC common assessments; curriculum embedded assessments; resutls from Lexia and Dreambox	Illuminate; Dibels, Professional Tuesdays; Lexia; Dreambox, Criterion Writing; document cameras and projectors in classrooms; computers/IPads	District funding; Measure D funds; Donations

1.2 Staff Development All Marguerite Hahn Teachers are Highly Qualified a) Grade Level meetings to provide format for grade level collaboration; examples include planning close reading lesson or math tasks, creating rubrics and assessments b) Training in learning the new Common Core standard, and in teaching strategies used in Common Core, such as Close Reading. Examples: 2 day training from CORE(Elementary Close Reading: Building Independent Readers), Everyday Math Training, KAM, Thinking Maps, Visual Thinking Strategies. d) Training on new CORE5 and Criterion Writing(4-5) e) Release time for teachers to peer observe. f) Professional and research books.	Student performance on District Benchmark Assessments; Dibels Assessments (screenings and progress monitoring); results of PLC common assessments; curriculum embedded assessments; resutls from Core5, student use of evidence based reasoning.	Illuminate; Dibels, Professional Tuesdays; Lexia; Criterion, document cameras and projectors in classrooms; computers, VTS support materials	District funding; Measure D funds; Donations

I.3 Opportunity and Equal Educational Access Services include: English Language Learner support in grades K-5; Small group targeted reading and writing instruction 1st – 5th. a) ELL Assistant to assist teachers in providing intervention b) Flexible grouping of students for targeted instruction: grade level re-grouping, Walk To Read and Tier II Interventions c) Support for students with learning difficulties. Use of specialists to determine learning difficulties for students; assessments for determining learning problems d) Fifth Grade transition IEP's e) Support for SST process, classroom teachers attend IEP, SST and safety net meetings f) Each classroom has weekly access to the computer lab; programs support standards. g) VTS materials & training h) Science Olympiad for grades 4-5 i)Being there" field study experiences across the curriculum to increase student learning through meaningful life experiences. Writing prompts will sometimes be directed to these experiences .	All students have access to Language arts core curriculum and instruction; Reading and writing experiences are integrated into all other curricular areas; Decreased gap in student achievement; English Learners have 30 minutes a day of ELD instruction	EL Assistant 30 hours a week; Active PTA to support curricular programs, Lexia, ELD curriculum,	District funding Donation Spec Ed PTA

1.4 Involvement of staff, parents and community At Marguerite Hahn we nurture involvement and participation in the school community. a) Assessment data shared at SSC, PTA, ELAC, and parent conferences. b) Newsletter sent home at each trimester c) School-wide recognition of achievement d) Home Involvement program through Everyday Math, grades K-5. e) Annual Site Council analysis of student data—participation in site plan f) Parent access to Lexia on-line reading tool and Dreambox Math tool g) Parent access to Aeries and potentially gradebook.	Minutes of meetings; copies of programs; school site survey results	PTA; Staff	Site Funds donations District funds

SMART Goal 2

Marguerite Hahn Elementary School
Plan on a Page
Student Achievement in Mathematics
2013-2014

SMART Goal:

All Hahn students will make adequate yearly academic progress in ELA for the 2012-13 calendar year. Performance gains expected for students: 80% (up from 66.2%) of ALL Hahn students will reach proficiency. Also,students who are socially economic disadvantaged will reach 65% (up from 54.1%) English Learners will reach 70% (up from 54.8%) and students that are Hispanic or Latino will reach 70% (up from 56.3%). We will not have CST results to use for a measure in 2014, so we will use curriculum embedded assessments in Everyday Math and district benchmarks to measure success.

Actions/Strategies	Results Indicators	Resources	Funding Source
2.1 Teaching and Learning a) Develop year-long, standards-based curricular plans, aligning curriculum with essential standards and benchmark assessments. b) Identify students who are not yet proficient and develop a plan for meeting their needs. Principal and teachers work together to provide support; Learning Center Meetings, and PLC's. c) Use assessment to inform instruction and provide summary data. Monthly, teachers examine student work and assessment results and plan goals for improvement. d) Teachers use effective teaching strategies to improve student learning, for example: Engagement Strategies, Vocabulary Study; Thinking Maps; Gradual Release of Responsibility model of teaching, Number Talks e) Use of technology--hardware and software support--to support teaching strategies; data management; communication; student intervention programs in math.	Student achievement data from Benchmark assessments; curriculum embedded assessments, PLC common assessments	Everyday math curriculum in grades K-5; Dreambox;	Site Funds; Donations District and Measure D funds

2.2. Opportunity and Equal Educational Access a) Grade level PLC meetings to provide format for grade level collaboration; ex: planning lessons; creating rubrics and assessments b) Training in use and implementation of effective teaching strategies; for example, PLC's, Everyday Math, SDAIE, Differentiated Instruction; Vocabulary instruction; Thinking Maps; Gradual Release of Responsibility c) Use of specialist to determine learning difficulties for students; assessments for determining learning problems d)Each classroom has weekly access to the computer lab; Dreambox supports math. e) Flexible grouping of students for targeted instruction: grade level regrouping, learning center regrouping. f)"Being There" field study experiences across the curriculum to increase student learning through meaningful life experiences.	All students have access to math core curriculum and instruction; math experiences are integrated into all other curricular areas	Curriculum materials; Active parent community	District funds and donations
2.3. Staffing and Professional Development a) Grade level PLC meetings to provide format for grade level collaboration; ex: planning lessons; creating rubrics and assessments b) Training in use and implementation of effective teaching strategies; for example, PLC's, Everyday Math, SDAIE, Differentiated Instruction; Vocabulary instruction; Thinking Maps; Gradual Release of Responsibility c) Teachers have opportunity to attend Everyday Math Training	PLC meeting protocols and minutes; Attendance by teachers at district math trainings	District training; Professional Tuesdays	District funds
2.4 Involvement a) Parent access to Dreambox--an on-line math tool. b) Home Involvement program through Everyday Math, grades K-5 c) Annual Site Council analysis of student data—participation in site plan	Data regarding student use and progress in Dreambox; Results from district benchmark assessments	District purchase of Dreambox	District funds

SMART Goal 3

Marguerite Hahn Elementary School **Plan on a Page** **Culture and Context** **2013-2014**
SMART Goal: Culture and Climate: Hahn School will have a safe and respectful learning community, with students following classroom and school wide rules and procedures on a daily basis. Bullying incidents will decrease. This will be accomplished through a variety of effective support programs for students and parents, as measured by office referrals, detention and/or suspension data by May 2014.

Actions/Strategies	Results Indicators	Resources	Funding Source
3.1Teaching and Learning To ensure a safe and respectful school environment all staff will: support the school-wide discipline plan; model respectful communication; use the Second Step program to develop social skills and safe behavior choices in all classes. At monthly assemblies students are recognized for citizenship and practicing their Lifeskills. Attendance is carefully monitored and communication with parents is ongoing when there are attendance or tardy concerns. a) Review and update the school wide discipline plan and playground guide. b) Opportunities for field trips; school garden. c) Assemblies and guest speakers d) Maintain and improve physical environment by encouraging students to take responsibility and pride in our campus. Weekly campus clean up by classes, Staff teaches and models this behavior. e) Support for Second Step Program teaching students to have empathy for others; identify and refrain from bullying behaviors; f) Art Docent Program g) Student leadership h) BEST training for staff and yard duty (Building Effective Schools Together) i)Use varied and effective teaching strategies which include Visual, Performing Arts and Music (multiple intelligences, movement, learning styles, use of technology) j) Provide incentives for improving attendance k) Excellence in Effort Awards to students given by teachers. l) Weekly spirit wear and special spirit days. m) Students are recognized for using the lifeskills, students perform short skits to model and/or produce a short video of the lifeskill. n) School Psychologist and Speech pathologist teach Social Stars lessons.	Reduction in discipline referrals; Decrease in serious violations of school rules; Reduction in incidences of bullying	Second Steps programs; Meet the Masters Art Docent Program, school garden, PE teachers, computer lab	District, PTA, donations

Actions/Strategies	Results Indicators	Resources	Funding Source
3.2. Opportunity and Equal Educational Access a) Safety Net/SST meetings to determine needs and provide interventions b) Interventions d) Student leadership e) Art program--VTS and Meet the Masters and Reflections f) Dramatic presentations in classrooms, after school g) Assemblies focused on learning behaviors h) Band for 5th grade.	All students have access to school activities and extracurricular activities; Participation by all groups;	Active parent community; Staff;	Donations and district funds
3.3. Staffing and Professional Development a) Inservice /Training Training for teachers and support staff to assist students with behavioral needs: autism, learning disabilities, emotional needs etc. b) Teacher in charge – principal need c) Behavior Specialist Assistant and District Wide Behaviorist	Staff participation in training opportunities	District and site expertise	District funds

Actions/Strategies	Results Indicators	Resources	Funding Source
3.4. Involvement a) School Community Events: Back to School Night; Parent Conference Week; PTA events such as Family Activity Nights, Book Fair; Science Night; Movie Nights; Books and Breakfast, Bingo Night, Ice Cream Social, Halloween Carnival, End of the Year Celebration. b) LifeSkills assemblies c) Communication with parent community through flyers, newsletters,annual calendar/handbook; progress reports, website, Second Cup of Coffee etc. d)Annual Site Council analysis of student data—participation in site plan e) Testing results and curriculum shared with parents; i.e. PTA, ELAC mtgs; Kindergarten expectations f) Fifth grade teachers send student reports to middle school g) Fifth grade visits to middle school; middle school band concert; teacher and student visits; parent orientation h) Kindergarten teachers participate in District Kindergarten Fair i) Kindergarten Orientation and Tea j) Open House/Back to School Night k) Tours of Hahn l) ELAC meetings for parents of English learners m) Translation of meetings and communications into home language, when possible	All students have access to school activities and extracurricular activities; Participation by all groups; Agendas and minutes from ELAC, Site Council; Calandar of school events	Active parent community; Staff;	District, PTA and donations

SMART Goal 4

Marguerite Hahn Elementary School Plan on a Page 2013-2014
SMART Goal:

Actions/Strategies	Results Indicators	Resources	Funding Source

SMART Goal 5

Marguerite Hahn 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