

The Single Plan for Student Achievement

School: La Presa Middle School

District: La Mesa-Spring Valley School District

County-District School (CDS) Code: 37-68197-6038459

Principal: Michael Allmann

Date of this revision: September 2013

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Pending Board Approval at the October 1, 2013 Board meeting.

Table of Contents

II. Single Plan for Student Achievement

Goal #1: English Language Arts Proficiency

Form A: Planned Improvements in Student Performance

Goal #2: Math Proficiency

Form A: Planned Improvements in Student Performance

Goal #3: English Learners

Form A: Planned Improvements in Student Performance

Goal #4: Students with Disabilities

Form A: Planned Improvements in Student Performance

Goal #5: Parent Involvement

Form A: Planned Improvements in Student Performance

Form C: Programs Included in This Plan

Form D: School Site Council Membership

Form E: Recommendations and Assurances

Form F: Budget

Form G: Single Plan for Student Achievement Annual Evaluation

Appendices

Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL: ELA Proficiency:

Our needs assessment of student proficiency in reading/language arts indicates that 61.8% of students were proficient in English language arts on the STAR assessment in May 2013.

Based on the needs assessment findings, the District goal is that 70% of students will be proficient in English language arts in May of 2014 as measured by STAR; in May of 2015, 75% of students will be proficient as measured by the Smarter Balance assessment; in May 2016 80% of students will be proficient as measured by the Smarter Balance Assessment.

SCHOOL GOAL #1 ELA Proficiency:

Our needs assessment of student proficiency in Language Arts indicates that 51.3% of students were proficient or advanced in English Language Arts on the California Standards Test (CST) assessment in May 2013.

Based on the needs assessment findings, our school goal is to increase the number of students proficient or advance in English Language Arts on the California Standards Test (CST) by 15%, moving from 51.3 % to 66.3% proficient as measured by the 2014 CST.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>2012-2013 CST data 2012-2013 District Benchmark data</p>	<p>-Decrease of 2.8 % proficient or advanced from “All Students” sub group -Decrease of .9 % proficient or advanced from “Students with Disabilities” sub group -Decrease of 6.6 % proficient or advanced from “African American” sub group -Decrease of 7% proficient or advanced of all 7th grade students -Decrease of 1% proficient or advanced of all 8th grade students</p>	<p>-California Standards Test (CST) -District Holt Assessments -Grade Level Common Language Assessments -Language Arts Quarter Assessments -Scholastic SRI Assessment Data -District Writing Assessments</p>

STRATEGY: During the 2013-2014 school year, the school will implement District instructional focus strategies to increase proficiency in reading and writing.

Action	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Schoolwide implementation of Writing to Learn Strategies	Principal	Principal will conduct classroom walk-thrus weekly to monitor and support Writing to Learn strategies.	No cost
	Principal	Staff will revisit Writing to Learn strategies at staff meetings and/or Site Learning Days at least twice during the school year.	No cost
	PLCs	PLCs will collaborate at least monthly on Writing to Learn strategies and share student work.	No cost
	Principal Teachers	Principal and teachers will evaluate effectiveness of Writing to Learn strategies based on evidence of an increase in students' writing posted in classrooms, school wide writing assessments based on rubric data...etc. Evaluated each quarter with findings reflected in SSC minutes.	No cost
Schoolwide implementation of Marzano summarizing and note-taking, compare and contrast strategies.	Principal	Principal will conduct classroom walk-throughs weekly to monitor and support Marzano strategies.	No cost
	Principal	Staff will revisit Marzano strategies at staff meetings and/or Site Learning Days at least twice during the school year.	No cost
	PLCs	PLCs will collaborate at least monthly on Marzano strategies and share student work.	No cost
	Principal Teachers	Principal and teachers will evaluate the effectiveness of Marzano strategies based on visual evidence collected during District Learning Walks, observational forms from classroom walkthroughs/observations, Evaluated each quarter with findings reflected in	No cost

		SSC minutes.	

STRATEGY: During the 2013-14 school year, the school will implement school wide interventions to increase reading comprehension and fluency.

Action	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Student placement in appropriate intervention programs to meet specific needs.	Admin., Counselor, Grade Level Teams	STAR and District benchmark data will be analyzed by Counselor, Principal, Grade Level Teams to determine placement in intensive intervention program. Initial placement in August 2013 Placement reviewed after each program benchmark assessment.	No cost
	Grade level teams	STAR and District benchmark data will be analyzed by grade level teams and students will be placed in grade-level intervention groups to meet specific needs. Initial placement in August 2013 Intervention groups reorganized after each benchmark assessment.	No cost
Academic Vocabulary Program	Classroom Teachers	Classroom teachers implement Academic Vocabulary instruction to allow all students access to more complex text as aligned with the Common Core Standards, by December 2013	Funding Source: Title 1 \$2,500

Professional Development for the Academic Vocabulary Program	Classroom Teachers	Allow release time and registration cost for teachers to attend professional development for identified Academic Vocabulary Program.	Funding Source: Title 1 Staff Development-\$1,000
100 Pages Reading Incentive Program	Classroom teachers	Implement 100 Pages Reading Incentive Program at grades 7 th and 8 th , by October 2013 and monitor student progress weekly thereafter.	No cost
ASES school student participants will take part in activities which combine skill development with literature and language-rich activities	ASES staff	Programs such as Leveled Libraries by Great Source, Xtra-Weekly (critical thinking skills). And Afterschool Achievers Reading Club help to build fluency, comprehension, and word study skills.	Funded through ASES
	ASES staff	Academic competitions such as Jeopardy, Speech, and Scrabble are offered to increase students' thinking and literacy skills	Funded through ASES

	ASES staff	Tutoring, homework assistance, and supplemental instruction in basic skills through small group or individual instruction is provided during 45 minute homework rotations each day	Funded through ASES
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STRATEGY: During the 2013-2014 school year, teachers will begin implementation of the CCSS in ELA.

Action	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
School will support district training in CCSS in ELA for all teachers.	Principal	Staff meetings and/or site learning days will be used to support teachers in implementation of CCSS ELA such as overview of CCSS, aligning current adoption to CCSS, rewriting questions and activities to align to CCSS. Monthly.	No cost
	PLCs	PLCs will plan lessons/units of study aligned to CCSS ELA using current adoption every quarter at a minimum.	No cost
Provide a Data Coach/Resource Teacher for ELA and Math for 23% of the teaching day	Principal Teacher	Teacher will provide coaching on CCSS curriculum, lesson planning, performance tasks and data collection and instruction for all Language Arts and Math teachers daily during a period of her instruction	\$20,000 for 23% of teacher salary Funding Source: Title 1
Provide release time for teachers to participate in Coaching Observational Classroom Visits on and off site	Principal Teacher	Teacher will use release time to observe classroom instruction with Administration or Support Coaches to improve instructional practice through the school year.	\$ 1,000 for Release Subs Funding Source: Title 1 Staff Development

Provide teachers with Common Core Professional Development Materials/Registration fees	Principal Teachers	Investigate and purchase Common Core Instructional materials and registration fees for teachers to fully engage staff in the new standards and implementation strategies on-going through out the year.	Funding Source: Title One Staff Development -\$2,000 Title One Carry Over-\$1,500 EIALCFF-EDY -\$2,000
Provide teachers/staff with release time for curriculum and assessment development around the Common Core Standards	Principal Teachers	Provide release days for teachers to develop performance tasks, assessments, fluency, and comprehension curriculum in all content areas around the new Common Core Standards though out the year.	Funding Source: Title One Staff Development -\$4,500 Title One Carry Over - \$2,700
Provide teachers release time for data analysis and student conferencing	Principal Teachers	Provide release days for teachers to meet to review assessment data, analyze student work, and develop lesson plans on a quarterly basis. Teachers will use release time to conference with students to set goals on a quarterly basis.	Funding Source: EIALCFF-EDY \$ 4,000
Provide before/after school instruction to students to support the transition of the Common Core Standards	Principal Selected Teachers	Provide before/after school certificated teachers to provide support for students in Friday Night School, Boot Camp, and Homework Center through out the school year.	Funding Source: Title One- \$ 4,000 Title One Carry Over-\$ 8,000

STRATEGY: During the 2013-2014 school year, the school will use technology to increase reading fluency, comprehension and writing proficiency.

Action	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
The school will provide student computer lab with iMac computers and appropriate software to support math problem solving strategies and computation fluency.	Principal	Purchase 32 iMacs to provide an access of 1 to 1 ratio for students in Science, Technology, Engineering, and Mathematics (STEM) classes with the proper software to run the Project Lead. This lab will be utilized by all other content area students/teachers on campus during the class periods when STEM class is not utilizing the	32 iMacs @ 1,800 including Apple care and necessary hardware Funding Source: Title 1 - \$57,000

		equipment, by October 2013	
	Principal Teachers PLCs	Investigate and share apps to support reading and writing at grades 7/8. PLC notes or principal/team meeting notes will reflect this at least three times during 2013-2014.	Funding Source: Title 1 Carry Over -\$1,000
Provide Elective classes hardware and software to allow for students to engage in project base learning to support comprehension and fluency in the Common Core Standards	Teachers PLCs	Investigate and purchase technology software and hardware to engage students in the Elective classes in comprehension and fluency activities by November 2013.	Funding Source: Title 1 - \$1,500
Provide Intervention materials for students	Principal Teachers PLCs	Investigate and purchase intervention software and instructional materials related to our Common Core Standards for our Intensive Math and Language Arts classes by November 2013	Funding Source: EIALCFF-EDY - \$ 800 Title One Carry Over- \$ 2,500
Increase accessibility of Nonfiction text/software materials at various text complexity levels in our Library to support Common Core instruction in reading and fluency	Library Media Tech. Classroom Teachers	Investigate and purchase appropriate Nonfiction materials to engage students in various levels of Nonfiction texts to support the Common Core instruction in the classroom, by December 2013.	Funding Source: Title 1- \$2,000 EIA-SCE Carry Over -\$ 3,300
Provide release time for Reading Assessments	Classroom Teachers	Provide release time for teachers to implement reading assessments for all students and data conferences on a quarterly basis.	Funding Source: Title One - \$ 2,500 EIALCFF-EDY-\$1,000
Implement an appropriate visual presentation system in Language Arts classrooms	Classroom Teachers	Investigate and purchase appropriate visual projection systems to allow students and teachers to display their writing and presentation projects with the whole class, by December 2013	Purchase (6) projection systems with Apple TV for each ELA teacher Funding Source: EIALCFF-EDY \$ 9,000
Provide Instructional Support to “At Risk” students in the In House Suspension room	Principal Dean	Provide a part-time hourly instructional aide to support students who are assigned In House Suspension throughout the school year.	Funding Source: Title One- \$ 9,000 EIALCFF-EDY -\$ 6,000

LEA GOAL: Math Proficiency

Our needs assessment of student proficiency in mathematics indicates that 62.3% of students were proficient in math on the STAR assessment in May 2013.

Based on the needs assessment findings, the District goal is that 70% of students will be proficient in mathematics in May of 2014 as measured by STAR; in May of 2015, 75% of students will be proficient as measured by the Smarter Balance assessment; in May 2016 80% of students will be proficient as measured by the Smarter Balance Assessment.

SCHOOL GOAL#2 Math Proficiency: Our needs assessment of student proficiency in Math indicates that 59.1% of students were proficient or advanced in the California Standards Test (CST).

Based on the needs assessment findings, our school goal is to increase the number of students who score proficient and advance in Math by 10% from 59.1% to 69.1% of students on the California Standards Test (CST) as measured by the 2014 CST.

<p>What data did you use to form this goal?</p> <p>2012-2013 CST data 2012-2013 District Benchmark data</p>	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> -Decrease of 1.5 % proficient or advanced from “All Students” sub group -Increase of 4.0 % proficient or advanced from “Students with Disabilities” sub group -Decrease of 8.9% proficient or advanced from “African American” sub group -Increase of 1% proficient or advanced of all 7th grade students -Increase of 3% proficient or advanced of all 8th grade students 	<p>How will the school evaluate the progress of this goal?</p> <ul style="list-style-type: none"> -Grade Level Common Math Assessments -District Level CCSS Assessments -Quarterly District Assessments -Math Grossmont Midterm & Final (Geometry, Algebra 1)
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STRATEGY: During the 2013-2014 school year, teachers will become familiar with and fully implement the standards of the CCSS in Math.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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School will support district training in CCSS in math for all teachers.	Principal	Staff meetings and/or site learning days will be used to support teachers in becoming familiar with and implementation of CCSS math such as overview of CCSS, aligning current adoption to CCSS, rewriting questions and activities to align to CCSS. Once every quarter.	No cost
	PLCs/ Math Department	PLCs will plan math tasks aligned to CCSS using current adoption every quarter at a minimum.	No cost
	Math Department Teachers	Teachers will work with District Math Resource Teacher and SDCOE math expert on CCSS math and instructional strategies.	No cost
	Math Department Teachers	Selected teachers will participate in adoption on new math textbooks aligned to CCSS math.	No cost
Provide a Data Coach/Resource Teacher for ELA and Math for 23% of the teaching day	Principal Teacher	Teacher will provide coaching on CCSS curriculum, lesson planning, performance tasks and data collection and instruction for all Language Arts and Math teachers daily during a period of her instruction	\$20,000 for 23% of teacher salary Funding Source: Title 1 NOTE: This same funding source is duplicated in Goal 1
Provide release time for teachers to participate in Coaching Observational Classroom Visits on and off site	Principal Teacher	Teacher will use release time to observe classroom instruction with Administration or Support Coaches to improve instructional practice	Funding Source: Title 1 Staff Development -\$ 1,000 NOTE: This same funding source is duplicated in Goal 1
Provide teachers with Common Core Professional Development Materials/Registration fees	Principal Teachers	Investigate and purchase Common Core Instructional materials and registration fees for teachers to fully engage staff in the new standards and implementation strategies on-going through out the year	Funding Source: Title One Staff Development -\$2,000 Title One Carry Over-\$ 1,500

			EIALCFF-EDY -\$2,000 NOTE: This cost is a duplicate of expense in Goal 1
Provide teachers/staff with release time for curriculum and assessment development around the Common Core Standards	Principal Teachers	Provide release days for teachers to develop performance tasks, assessments, fluency, and comprehension curriculum in all content areas around the new Common Core Standards though out the year.	Funding Source: Title One Staff Development -\$4,500 Title One Carry Over - \$2,700 NOTE: This cost is a duplicate of expense in Goal 1
Provide teachers release time for data analysis and student conferencing	Principal Teachers	Provide release days for teachers to meet to review assessment data, analyze student work, and develop lesson plans on a quarterly basis. Teachers will use release time to conference with students to set goals on a quarterly basis.	Funding Source: EIALCFF-EDY \$ 4,000 NOTE: This cost is a duplicate of expense in Goal 1
Provide Intervention materials for students who are below proficiency	Principal Teachers PLCs	Investigate and purchase intervention materials related to our Common Core Standards for our Intensive Math and Language Arts classes by November 2013	Funding Source: EIALCFF-EDY - \$ 800 Title One Carry Over - \$2,500 NOTE: This cost is a duplicate of expense in Goal 1
Provide before/after school instruction to students to support the transition of the Common Core Standards	Principal Selected Teachers	Provide before/after school certificated teachers to support for students in Friday Night School, Boot Camp, and Homework Center through out the school year.	Funding Source: Title One-\$ 4,000 Title One Carry Over-\$ 8,000 NOTE: This cost is a duplicate of expense in

			Goal 1
Provide Instructional Support to “At Risk” students in the In House Suspension room	Principal Dean	Provide a part-time hourly instructional aide to support students who are assigned In House Suspension throughout the school year.	Funding Source: Title One- \$ 9,000 EIALCFF-EDY -\$ 6,000 NOTE: This same funding source is duplicated in Goal 1

STRATEGY: During the 2013-2014 school year, the school will use technology to increase math problem solving strategies and computation fluency.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
The school will provide student computer lab with iMac computers and appropriate software to support math problem solving strategies and computation fluency.	Principal	Purchase 32 iMacs to provide an access of 1 to 1 ratio for students in Science, Technology, Engineering, and Mathematics (STEM) classes with the proper software to run the Project Lead. This lab will be utilized by all other content area students/teachers on campus during the class periods when STEM class is not utilizing the equipment, by October 2013	32 iMacs @ \$1,800 including Apple care and necessary hardware Funding Source: Title 1 - \$57,000 NOTE: This cost is a duplicate of expense in Goal 1.
The school will provide professional development for Science teachers in Project Lead the Way (PLTW) and other (STEM): Science, Technology, Engineering, Math related training.	Principal Select Teacher	Provide registration fees and hourly compensation for Science teachers to engage in the professional development of PLTW training in the (June/July) summer institute and other STEM related training sessions through out the school year.	Funding Source: Title One Staff Development -\$ 4,100 Title One Carry Over -\$750
	Classroom	Investigate and purchase appropriate software	Funding Source:

	Teacher	and related materials needed to implement the PLTW and STEM curriculum by June 2014	Title One- \$ 6,000 Title One Carry Over- \$7,500
The school will provide students with iPads and appropriate apps to support math proficiency.	Principal	Purchase iPads to provide a ratio of 2 to 1 in grades 7/8 Math by August 2015	32 iPads and 1 cart @ \$23,000 including Apple care Funding Source: LCFF EIA -EDY
	Principal Teachers PLCs	Investigate and share apps to support math problem solving strategies and computation fluency upper grades. PLC notes or principal/team meeting notes will reflect this at least three times during 2013-2014.	\$1,000 for apps Funding Source: EIA LCFF-EDY

LEA GOAL: English Learners AMAOs

AMAO 1 Goal:

The percentage of English Learners gaining at least one proficiency level on the annual CELDT will increase annually in order to reach state-defined expectations for annual growth. • 59% of English Learners will demonstrate making annual progress in learning English, as measured on the 2013-2014 CELDT annual assessment. 62% of English Learners will demonstrate making annual progress in learning English, as measured on the 2014-2015 CELDT annual assessment.

AMAO 2 Goal:

The percentage of English learners in language instructional education programs fewer than 5 years attaining English language proficiency will increase annually in order to reach state-defined expectations for meeting the CELDT criterion for English-language proficiency. •22.8% of English learners in a language instruction educational program for fewer than 5 years will meet the English Proficient level on the 2013-2014 CELDT assessment. 25% of English learners in a language instruction educational program for fewer than 5 years will meet the English Proficient level on the 2014-2015 CELDT assessment. The percentage of English learners in language instructional education programs 5 or more years attaining English language proficiency will increase annually in order to reach state-defined expectations for meeting the CELDT criterion for English-language proficiency. •49% of English learners in a language instruction educational program for 5 or more years will meet the English Proficient level on the 2013-2014 CELDT assessment. 52% of English Learners in a language instruction educational program for 5 or more years will meet the English Proficient level on the 2014-2015 CELDT assessments.

AMAO 3 Goal:

Our needs assessment of student proficiency in reading/language arts indicates that 42.3% of English Learners were proficient in English language arts on the STAR assessment in May 2013. Based on the needs assessment findings, the District goal is that 50% of English Learners will be proficient in English language arts in May of 2014 as measured by STAR; in May of 2015, 55% of students will be proficient as measured by the Smarter Balance assessment; in May 2016 60% of students will be proficient as measured by the Smarter Balance Assessment.

Our needs assessment of student proficiency in mathematics indicates that 50.3% of English Learners were proficient in mathematics on the STAR assessment in May 2013. Based on the needs assessment findings, the District goal is that 55% of English Learners will be proficient in math in May of 2014 as measured by STAR; in May of 2015 60% will be proficient in math as measured by STAR; in May 2016 65% will be proficient as measured by the Smarter Balance Assessment.

SCHOOL GOAL# 3 English Learners:

-Our needs assessment of student proficiency levels for English Learners on our AMAO1 target indicates 70.5 % of our English Learners increased their CELDT level by at least one proficiency level last year. Based on these assessment findings, our school goal is to have 73% of our English Learners make at least one years growth in proficiency level in their CELDT scores.

-Our needs assessment of student proficiency levels for English Learners on our AMAO 2 goal, 57.5% of our English Language Learners who have received EL services for more than 5 years attained proficiency. Based on the needs assessment findings, our goal is that 60% of our students who have received English Learner instruction for more than 5 years will attain proficiency.

-Our needs assessment of student proficiency in English Language Arts indicates 36.0% of our students scored proficient or advanced on the CST STAR assessment. In Math, 49.3% of our students scored proficient or advanced in math on the CST STAR assessment. Based on the needs assessment findings, our goal is that 50% of our English Learners score proficient or advanced in English Language Arts and 50% score proficient or advanced in Math on the CST STAR assessment.

<p>What data did you use to form this goal?</p> <p>2012-13 CST data English Learners 2011-12 CELDT data</p>	<p>What were the findings from the analysis of this data?</p> <p>-52% of 7th grade students scored Advanced or Early Advanced on the CELDT -56% of our 8th grade students scored Advanced or Early Advanced on the CELDT - 7.4% decrease in proficient/advance English Language Learner students on the CST in Language Arts -3.8% decrease in proficient/advance English Language Learner students on the CST in Math</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Progress on the CELDT assessment ELD Intervention curriculum benchmark assessments</p> <p>Progress on the CST data for our English Language Learners in Math and Language Arts</p>
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STRATEGY: During the 2013-2014 school year, ELD will be implemented for all English Learners

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Teachers will implement and principal will monitor effective ELD instruction using the adopted curriculum differentiating to meet student needs	Teachers Principal	Students will be clustered by EL Proficiency level for ELD instruction in August 2013.	No cost
	Teachers Library Media Tech	English Learners will have access to district adopted, standards-based ELD core and supplementary materials. August 2013	No cost
	Teachers Principal	English learners will receive a minimum of 30 minutes of effective ELD daily, to be monitored by principal through class schedules and observations using the ELD observation form. To be monitored at least monthly using observation form.	No cost

	Teachers Principal	Teachers will use curriculum embedded ELD assessments to monitor student progress as prescribed in curriculum and according to curriculum and assessment calendar timelines. Assessment results will be entered into data system and principal will monitor according to Assessment Calendar timeline throughout the year.	No cost
	PLCs Principal	PLCs will analyze assessment data and monitor students' progress based on assessment results. Principal will monitor through PLC monthly meeting notes.	No cost

STRATEGY: During the 2013-2014 school year, teachers will scaffold instruction to meet the needs of English learners.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Teachers will use GLAD strategies to scaffold lessons for ELs.	Teachers Principals	Teachers will incorporate scaffolding strategies into lessons from staff development (e.g. GLAD) and principal will monitor during routine walkthroughs and at least monthly using observation form or BENTO.	No cost
Voice amplification system	Teachers Principal	Teachers of EL students will sue the Redcat voice amplification system to ensure ELs hear accurate articulation of English. Principals will monitor during routine walkthroughs at least monthly.	No cost

STRATEGY: During the 2013-2014 school year, staff will purchase technology and application to increase English proficiency and improve reading comprehension and fluency.

Action	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
The school will provide student Ipads and appropriate software to our English Language Learners to support math problem solving strategies and computation fluency.	Principal	Purchase 18 IPads to provide an access of 1 to 1 ratio for students in the English Language Learner Math support class, by October 2013	18 IPads @ \$600 including Apple care, Cart, and teacher and (1) Mac Book Pro Computer necessary for application management Funding Source: EDYLCFF-ELL -\$15,000
	Principal Teachers PLCs	Investigate and share apps to support Math/ Academic Vocabulary language acquisition and Math fluency. PLC notes or principal/team meeting notes will reflect this at least three times during 2013-2014.	\$500 for apps Funding Source: EDYLCFF-ELL

STRATEGY: During the 2013-2014 school year, English learners will participate in intervention programs as needed.

Action	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
English Learners will receive additional intervention instruction to support English acquisition	Principal District EL Resource Teacher Selected grade level teachers	Principal and selected teachers will work with EL Advisory Committee and District EL Resource Teacher in identification and purchase of intervention program/applications to support English acquisition by January 2014.	Software Applications appropriate for English Language Learners Funding Source: EDYLCFF-ELL -\$8,200 Title 1 Carry Over-\$5,000 EIALCFF-EDY -\$800

		Criteria will be developed and selected students will be placed in English acquisition intervention program by November 2013.	No cost
Long-term English learners will receive support through a reading intervention program	Principal Teachers Reading intervention section	Long-term English learners will be scheduled into a reading intervention program by November, 2013.	No cost
	Teachers Library media-tech	Long-term ELs will have access to appropriate core reading intervention materials by November 2013.	No cost
	Principal Teachers Library media-tech	Investigate and purchase supplemental ELD curriculum and software that supports our core intervention program to accelerate learning	\$5,800 for supplemental materials Funding Source: EDY LCFF –LEP Carry Over
Academic Vocabulary Program	Principal Teachers	7 th and 8 th grade ELs will participate in an Academic Vocabulary Program (Kate Kinsella)	No Cost
	Principal Teachers grades 7 & 8	7 th and 8 th grade teachers will be trained in Academic Vocabulary Program	No cost
Math Support Class	Principal MS Counselors	Middle schools will provide a math support class to ELs to frontload and provide additional support in math content language	District Level Funding Source

LEA GOAL: Students with Disabilities

Our needs assessment of student proficiency in reading/language arts indicates that 34.8% of students with disabilities were proficient in English language arts on the STAR assessment in May 2013. Additionally, 35.4% of students with disabilities were proficient in mathematics on the STAR assessment in May 2013.

Based on the needs assessment findings, the District goal is that 50% of students with disabilities will be proficient in English language arts and mathematics in May of 2014 as measured by STAR; in May of 2015, 55% of will be proficient as measured by the Smarter Balance assessment; in May 2016 60% of will be proficient as measured by the Smarter Balance Assessment.

SCHOOL GOAL#4 Students with Disabilities:

Our needs assessment of student proficiency for Students with Disabilities indicates that in English- Language Arts 19.7% achieved at the proficient or advanced level on the CST STAR assessment. In Math, 24.6% of our students achieved at the proficient or advanced level on the CST STAR assessment. Based on the needs assessment findings our school goal is 50% of our student with disabilities will be proficient or advanced in English Language Arts and 50% of our student in Math will be proficient of advanced as measured by the 2014 CST.

What data did you use to form this goal? 2012-13 CST data 2012-13 CMA data 2012-13 District Benchmarks	What were the findings from the analysis of this data? -Increase 4% of our students with disabilities who scored proficient or advanced in Mathematics from 20.6% to 24.6% -Decrease of .9% of our students with disabilities who scored proficient or advanced in Language Arts from 20.6% to 19.7%	How will the school evaluate the progress of this goal? 2013-14 California State Testing (CST) 2013-14 California Modified Testing (CMA) 2013-14 District Benchmarks
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STRATEGY: During the 2013-2014 school year, the special education staff will implement District focus instructional strategies to increase proficiency in reading and writing and to meet IEP goals.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Implementation of Writing to Learn Strategies as appropriate to meet student needs and IEP goals	Principal	Principal will conduct classroom walk-thrus weekly to monitor and support Writing to Learn strategies.	No cost

	Principal	Staff will revisit Writing to Learn strategies at staff meetings and/or Site Learning Days at least twice during the school year.	No cost
	PLCs Resource Teacher SDC teachers	PLCs will collaborate at least monthly on Writing to Learn strategies and share student work.	No cost
	Principal Resource Teacher SDC teachers s	Principal and teachers will evaluate effectiveness of Writing to Learn strategies based on an increase in students' ability to put their thinking process in writing, evidence of an increase in students' writing posted in classrooms, school wide writing assessments based on rubric data...etc. Evaluated each quarter with findings reflected in SSC minutes.	No cost
Implementation of Marzano summarizing and note-taking, compare and contrast strategies as appropriate to meet student needs and IEP goals	Principal	Principal will conduct classroom walk-throughs weekly to monitor and support Marzano strategies.	No cost
	Principal	Staff will revisit Marzano strategies at staff meetings and/or Site Learning Days at least twice during the school year.	No cost
	PLCs	PLCs will collaborate at least monthly on Marzano strategies and share student work.	No cost
	Principal Teachers	Principal and teachers will evaluate the effectiveness of Marzano strategies based on visual evidence collected during District Learning Walks, observational forms from classroom walkthroughs/observations.	No cost

		Evaluated each quarter with findings reflected in SSC minutes.	
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STRATEGY: During the 2013-14 school year, students with disabilities will be provided appropriate interventions to in ELA to increase reading comprehension and fluency and in math to increase problem solving strategies and computation skills and to meet IEP goals.

Action	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Student placement in appropriate intervention programs to meet specific needs.	RSP teacher SDC teachers	STAR and District benchmark data will be analyzed by school counselor and special ed. case manager to determine placement in intensive intervention program. Initial placement in August 2013 Placement reviewed after each program benchmark assessment.	No cost
	Grade level teams RSP teacher	STAR and District benchmark data will be analyzed and students in general ed classrooms will be placed in grade-level intervention groups to meet specific needs. Initial placement in August 2013 Intervention groups reorganized after each theme/unit assessment.	No cost
100 Pages Reading Incentive Program	Classroom teachers RSP teacher SDC teacher	Implement 100 Pages Reading Incentive Program with students as appropriate by October 2013 and monitor student progress weekly thereafter.	No cost

STRATEGY: During the 2013-2014 school year, teachers will begin implementation of the CCSS in ELA and math.

Action	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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School will support district training in CCSS in ELA and for all teachers of students with disabilities.	Principal	Staff meetings and/or site learning days will be used to support teachers in implementation of CCSS ELA such as overview of CCSS, aligning current adoption to CCSS, rewriting questions and activities to align to CCSS. Monthly.	No cost
	PLCs	PLCs will plan lessons/units of study aligned to CCSS ELA using current adoption every quarter at a minimum.	No cost
	Math Resource Teachers SDC Teachers	Teachers will work with District Math Resource Teacher and SDCOE math expert on CCSS math and instructional strategies.	No cost
	Math Resource Teachers SDC Teachers	Selected teachers will participate in adoption on new math textbooks aligned to CCSS math.	No cost

STRATEGY: During the 2013-2014 school year, the school will use technology to increase reading fluency, comprehension and writing proficiency in ELA and problem solving and computational fluency in math and to meet IEP goals.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
The school will provide our Special Needs students with iPads and appropriate apps to support math proficiency.	Principal	Purchase iPads to provide a ratio of 1 to 1 for our Special Day Classroom students in grades 7/8 by November 2013.	15 iPads and 1 cart including Apple care Funding Source: LCFF EIA –EDY-\$12,000 Title One Carryover- \$1,500
Investigate and purchase apps to	Principals	Investigate and share apps to support math and	\$ 300 for apps

support reading fluency and comprehension, as well as math problem solving and computational fluency appropriate for students with disabilities.	SDC teacher	ELA IEP goals. PLC notes or principal/team meeting notes will reflect this at least three times during 2013-2014.	Funding Source: Title 1
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STRATEGY: During the 2013-14 school year, teachers of students with disabilities will be provided with training to maintain a safe learning environment for their students.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
ProAct Training	RSP/SDC teachers	RSP and SDC teachers and appropriate paraprofessionals will be given ProAct training 9-13 through 6-14	No cost to site

LEA GOAL: Parent Involvement- Our needs assessment (June 2013 survey) of program implementation and school community involvement indicates that 68% of parents regularly attend school sponsored parent meetings and 72% of parents have found trainings offered at their school to be useful.

Based on these needs assessment findings, our district goal is to provide parent education focused on academic improvement strategies useful to parents at least four times a year and to have 75% of parent attend at least two parent education opportunities by June 2014.

SCHOOL GOAL #5 Parent Involvement: Our needs assessment in June 2013 included 85 surveys. From the assessment of our program implementation and school community involvement results indicates that 71% of parents regularly attend school sponsored parent meetings and 75% of parents have found trainings offered at their school to be useful. Based on these needs assessment findings, our school goal is to provide parent education focused on academic improvement strategies useful to parents at least 4 times a year and to have 78% of parents attend at least two parent education opportunities by June 2014.

<p>What data did you use to form this goal?</p> <p>June 2013 Parent Survey</p>	<p>What were the findings from the analysis of this data?</p> <p>-71% of the 85 parents who responded regularly attend parent meetings -75% of the 85 parents who responded have found training offered at my school useful</p>	<p>How will the school evaluate the progress of this goal?</p> <p>-Sign in sheets from parent educational meetings (Title 1, Common Core, Math, and Language Arts, Bullying Prevention) -June 2014 Parent Survey</p>
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STRATEGY: During the 2013-2014 school year we will provide relevant parent education.

Action	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
The school will work with the SSC, PTA, and ELAC to determine priorities and times for parent education.	Principal	Place parent education on agendas for early fall SSC, PTA, and ELAC meeting dates. September 2013	No cost
Plan and present parent education on	Principal	Select teachers to provide parent education and plan	\$500

relevant topics.	Selected teachers	and provide at least four presentations and activities by June 2014.	Funding Source: EIA LCFF-EDY
	Principal Selected teachers	Schedule parent education opportunities and various times to allow more parents to participate.	No cost
The school will provide Child Care services for school age children during parent education meetings and conferences to increase parent participation	Principal ESS Services	During parent education nights and conferences, ask parents to RSVP for child care services of school age children on handouts and NTI phone messages throughout the school year.	Funding Source: -Title One Parent Involvement-\$200 -EIALCFF-EDY-\$300
The school will provide student agendas/planners for every child to increase parent/student/school communication and student success	Principal Teachers	Every child will receive a student agenda/planner with space for student homework, teacher and parent notes to foster communication regarding student achievement, behavior, and parent education nights beginning August 2013.	Funding Source: Title One Parent Involvement - \$1,225
The school will provide bilingual interpreters when needed for parent education nights, meetings, and conferences	Principal Teachers Bilingual Staff	When needed, a bilingual interpreter will be provided for all parent education nights, meetings, and conferences throughout the school year.	Funding Source: Title 1 Parent Involvement -\$500

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at: <http://www.cde.ca.gov/fg/aa/co/ca12squiappcatprog.asp>

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	\$
<input checked="" type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) Purpose: Help educationally disadvantaged students succeed in the regular program CARRYOVER FUNDS ONLY	\$3,454.97
<input checked="" type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) Purpose: Develop fluency in English and academic proficiency of English learners CARRYOVER FUNDS ONLY	\$4,893.12
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$
<input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$
<input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	\$
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety	\$
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$
<input checked="" type="checkbox"/> List and Describe Other State or Local Funds LCFF Supplemental EDY	\$61,593.10
<input checked="" type="checkbox"/> List and Describe Other State or Local Funds LCFF Supplemental ELL	\$23,834.22

Total amount of state categorical funds allocated to this school		\$93,775.41
Federal Programs		Allocation
<input checked="" type="checkbox"/> Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs) TI Site Allocation (less Staff Dev)		\$107,500.46
<input checked="" type="checkbox"/> Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$1,926.64	
<input checked="" type="checkbox"/> For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$11,944.50	
<input type="checkbox"/> Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals		\$
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards		\$
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs		\$
<input type="checkbox"/> For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement		\$
<input checked="" type="checkbox"/> Other federal funds (Title I CARRYOVER FUNDS)		\$32,165.40
<input type="checkbox"/> Other federal funds (list and describe)		\$
<input type="checkbox"/> Other federal funds (list and describe)		\$
Total amount of federal categorical funds allocated to this school		\$153,536.99
Total amount of state and federal categorical funds allocated to this school		\$247,312.40

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.¹ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Michael Allmann	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maria Acosta	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Andrew Symons (Year 2)	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carrie Welsh (Year 2)	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Christine Mustizer	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joy Gelb	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Gabriela Garcia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Sheila Rodgers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Lori Marsh (Year 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Ofelia Magallon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	5	<input type="checkbox"/>

¹ EC Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

- X English Learner Advisory Committee *Ofelia Medina* Signature
- X School Liaison Team for schools in Prog. Improve *Dana Blisko* Signature
- Compensatory Education (Title I) Advisory Committee _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The SSC determined that it wishes the school to participate in the School-Based Coordinated Program.
7. This SPSA was adopted by the SSC at a public meeting on: September 17, 2013.

Attested:

Michael Allmann
Typed name of School Principal

Michael Allmann
Signature of School Principal

9/17/13
Date

Joy Gelb
Typed name of SSC Chairperson

Joy Gelb
Signature of SSC Chairperson

9/17/13
Date

Form F: Budget

Categorical Account	title	t staff dev	t parent	EIALCFF-EDY	EDYLCFF-ELL	EIA-SCE Car	EIA-LEP Carr	Title CarOver	
entitlement		107,500	11,944.50	1926.64	61,583	23,834.22	3,454.97	4,893.12	32,165.40
Instr. materials expenses									500
data coach/Resource Pe	20,000								
data days					4,000				
Coaching obs		1000							
Ipad 32 w/Cart for Mat				23,000.00					
Projectors (6)				9,000.00					
Ipads apps				1,000.00					
Elect Tech Hard/Softw	1500								
Ipad (18) Spec Day Ed.				12,000.00					1,500
Apps for SDC Ipads	\$300								
English Language Learners									
Ipads (EL Math)					15000				
ELD Curriculum							2500		
EL Intervention Apps to Increase Lang. Acq- Imagine Learning English					7,000				5000
EL Software							2300		
El apps					500				
STEM									
PLTW Training		2500							
PLTW Teacher Hourly		1,600							
PLTW Materials									6000
PLTW Registration Fee									750
MacBook computers	58,000								
Software for computers	6,000								
Brain Pop Lic									700
Categorical Account	title	t staff dev	t parent	EIALCFF-EDY	EDYLCFF-ELL	EIA-SCE Car	EIA-LEP Carr	Title Carry Ov	
PARENT INVOLVEMENT									
Planners			1225						1250
ESS Child Care			200	300					
Bilingual Interpreters			500						
Parent Ed. Night				500					1000
INTERVENTIONS									
Read 180	400								
software intervention									2500
Larry Bell Materials	500								
"Boot Camp" Interventio	4000								
Intervention materials				800	1200				
Friday Night School Teacher									4000
Homework Center Teachers									4000
Instructional Aide-IHS Su	9000			6,000					
COMMON CORE									
Com Core Prof Devel Reg/Materials		2000		2000					1000
Curriculum dev release		3800							2700
Release for rdg. Assmnt	2500			1000					
Academic vocab staff dev		1000							
Academic vocab books	2500								
Nonfiction Texts Mater	2000					3300			
Apps Common core									1000
	106,700	11,900	1,925	59,600	23,700	3,300	4,800	31,400	
	800	45	2	1,983	134	155	93	765	

Form G: Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Plan Priorities	Plan Implementation	Indication of effectiveness/Ineffectiveness	Recommendations for New Plan
Proficiency in ELA			
<ul style="list-style-type: none"> Implementation of Write to Learn Strategies 	<ul style="list-style-type: none"> September 2012 – June 2013 	<ul style="list-style-type: none"> Increase in evidence of lessons and student work posted around the multiple strategies around the Write to Learn initiative (nonfiction paragraphs in interactive folders, etc.) based on principal walk throughs 	<ul style="list-style-type: none"> Continue implementation of Write to Learn strategies with an emphasis on summary writing
<ul style="list-style-type: none"> Use of technology/IPads for fluency / comprehension 	<ul style="list-style-type: none"> August 2012 – June 2013 	<ul style="list-style-type: none"> Significant use of Ipads where provided, 8th grade ELA/ELD and Science/Technology classes. (Ipads for 7th grade 	<ul style="list-style-type: none"> Continue to purchase Ipads to engage our English Language Arts teachers in professional development around the

		ELA/ELD classes were purchased at the very end of the year.) Students engaged in fluency checks and comprehension activities using the Ipads based on teacher/student feedback and principal observations	Common Core curriculum and our math students in appropriate apps and strategies for math concepts in the Common Core standards.
<ul style="list-style-type: none"> Majority of content area teachers engaged in ELD professional development 	<ul style="list-style-type: none"> November 2012- June 2013 	<ul style="list-style-type: none"> Increase in teacher/student use of GLAD and SDAIE strategies in classroom across most content areas as evidenced by principal walk throughs and examples posted around the room 	<ul style="list-style-type: none"> Continue teacher implementation of EL Learner strategies in the classrooms
<ul style="list-style-type: none"> Collaborative team teaching (General Ed. and Special Ed.) model implemented at the Intensive Level classes in Language Arts 	<ul style="list-style-type: none"> August 2012 – June 2013 	<ul style="list-style-type: none"> Increase level of student engagement in the Read 180 curriculum with rotations utilizing both teachers with the smaller group. Many students made solid growth in lexile level based on SRI assessment 	<ul style="list-style-type: none"> Continue collaboration model with Gen. Ed. and Special Ed. teachers at Intensive Level classes in Language Arts. Explore any updated effective intervention materials available for students/teachers
<ul style="list-style-type: none"> Data Wall development and student data conferences in every class 	<ul style="list-style-type: none"> August 2012- June 2013 	<ul style="list-style-type: none"> Significant evidence of data walls posted in every classroom and students able to articulate their achievement levels after data conferences 	<ul style="list-style-type: none"> Continue data wall development and student data conferences in every class to ensure students know their achievement in relation to proficiency
<ul style="list-style-type: none"> Proficiency in Mathematics 			
<ul style="list-style-type: none"> Teachers engaged in professional development with County around the Common Core Standards 	<ul style="list-style-type: none"> August 2012 – June 2013 	<ul style="list-style-type: none"> Evidence of teachers engaged in more effective strategies being used with current pacing guide and standards to implement the Common Core Practice Standards in 	<ul style="list-style-type: none"> Continue with Teachers and the County Office of Education professional development on implementing the Common Core Standards

		classrooms as evidenced by principal walk throughs and math teachers observation release time provided	
<ul style="list-style-type: none"> • Release time for math teacher observations and implementation of lesson development and common core standards 	<ul style="list-style-type: none"> • January 2013 	<ul style="list-style-type: none"> • Evidence of significant changes in lesson development following the “I do, We do, You do” method and trials of common core standards in the lessons based on principal walkthroughs 	<ul style="list-style-type: none"> • Continue release time for math teachers for professional development around common core standards and lesson development
<ul style="list-style-type: none"> • Collaborative team teaching (General Ed. and Special Ed.) model implemented at the Intensive Level classes in Math 	<ul style="list-style-type: none"> • August 2012 – June 2013 	<ul style="list-style-type: none"> • Increase level of student engagement in the classroom curriculum with rotations/small groups utilizing both teachers. Many students made growth in curriculum based assessments 	<ul style="list-style-type: none"> • Continue collaboration model with Gen. Ed. and Special Ed. teachers at Intensive Level class in Math
<ul style="list-style-type: none"> • Engage Science Teacher in Project Lead the Way training (PLTW) to implement math standards in elective courses 	<ul style="list-style-type: none"> • June 2013 	<ul style="list-style-type: none"> • Teacher was trained over the summer and developed lessons and curriculum to begin PLTW classes at the beginning of the 2013 school year based on registration and curriculum developed 	<ul style="list-style-type: none"> • Implement PLTW elective classes for student in Design and Modeling and Robotics to ensure math standards taught in STEM elective courses

Table 1: Academic Performance by Grade Level- English Language Arts

AYP PROFICIENCY LEVEL		Grade: 6			Grade: 7			Grade: 8		
		10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
Number (#) and Percent (%) At or Above Proficient	#	110	-		107	154	125	91	128	125
	%	40.1	-		43	59	52	40	49	48
Number and Percent At Basic	#	97	-		78	71	76	80	87	90
	%	35.4	-		31	26	32	35	33	34
Number and Percent Below Basic	#	52	-		44	33	27	43	39	33
	%	18.9	-		16	11	11	16	14	13
Number and Percent Far Below Basic	#	15	-		26	15	11	24	13	14
	%	5	-		10	4	5	10	4	5

Table 2: Academic Performance by Grade Level- Math

AYP PROFICIENCY LEVEL		ADEQUATE YEARLY PROGRESS PROFICIENCY LEVELS BY GRADE								
		Grade: 6			Grade: 7			Grade: 8		
		10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
Number (#) and Percent (%) At or Above Proficient	#	125	-		154	157	141	101	131	138
	%	45.6	-		59	58	59	42.7	51	54
Number and Percent At Basic	#	68	-		49	50	57	74	80	63
	%	24.8	-		21	18	24	30.5	21	25
Number and Percent Below Basic	#	67	-		38	49	25	40	41	42
	%	24.4	-		16	18	10	16.9	21	16
Number and Percent Far Below Basic	#	14	-		14	20	16	23	33	14
	%	5.1	-		5	7	7	9.7	8	5

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP Proficiency Level	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP																													
	All Students			White			African-American			Asian			Hispanic			Two or More Races			English Learners			Socioecon Disadv			Students w/Disabilities					
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13			
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	99	100	100
Number At or Above Proficient	284	281	232	32	24	22	32	31	23	-	-	-	178	168	146	7	10	13	106	98	81	228	217	175	23	13	12			
Percent At or Above Proficient	40.9	54.1	51.3	53.3	61.5	71	34.8	47.0	40.4	-	-	-	38.4	53.2	47.6	58.3	76.9	81.2	30.8	43.4	36	39.5	52.3	48.1	26.1	20.6	19.7			
AYP Target	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	-	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
Met AYP Criteria	N	Y SH	N	-	-	-	N	-	-	-	-	-	N	Y SH	N	-	-	-	N	Y SH	N	N	Y SH		-	-	-			

* Met Safe Harbor requirements. #Does not include English Learners who have been re-classified as "Fluent English Proficient" within the past 3 years.

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP Proficiency Level	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP																													
	All Students			White			African-American			Asian			Hispanic			Two or More Races			English Learners			Socioecon Disadv			Students w/Disabilities					
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13			
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	99	100	100
Number At or Above Proficient	360	292	267	35	26	21	43	36	26	-	-	-	230	190	178	11	10	14	159	120	111	292	244	210	24	13	15			
Percent At or Above Proficient	51.9	60.6	59.1	58.3	66.7	67.7	46.7	54.5	45.6	-	-	-	49.6	60.1	58.0	91.7	76.9	87.5	46.2	53.1	49.3	50.6	58.8	57.7	27.3	20.6	24.6			
AYP Target	68.5	79	89.5	68.5	79	89.5	68.5	79	89.5	68.5	79	-	68.5	79	89.5	68.5	79	89.5	68.5	79	89.5	68.5	79	89.5	68.5	79	89.5	68.5	79	89.5
Met AYP Criteria	N	Y SH	N	-	-	N	N	-	N	-	-	-	N	Y SH	N	-	-	-	N	Y SH	N	N	Y SH	N	-	-	N			

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
7	4	6	32	46	21	30	6	9	6	9	69
8	11	21	18	35	13	25	7	13	3	6	52
Total	15	12	50	41	34	28	13	11	9	7	121